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ABSTRACT

This book describes experimental demonstration programs in the United States on different ways to link school and work more meaningfully for disadvantaged teenagers. The programs are sponsored by Youthwork, Incorporated, a public-private partnership concerned with youth unemployment and the transition from school to work. The book provides descriptions of program activities and includes first hand accounts of program experiences from project staff members and participants. The first two chapters of the book focus on efforts to serve groups of young people who are particularly hard to reach and difficult to serve successfully: youthful offenders, teenage parents, migrant youth, rural youth, underachievers, runaways, and the physically and mentally handicapped. Chapters 3, 4, and 5 highlight ways to link school and work through the involvement of such institutions as alternative schools, post-secondary institutions, and the private business sector. Chapters 6 and 7 describe approaches to getting good work placements and involving young people more deeply in programs designed to serve them. Chapter 8 reviews some projects that appear to have the potential for lasting impact on participants and identifies elements that may make programs more effective. Finally, chapter 9 examines how programs can be replicated in other areas around the country. An appendix provides a directory of the programs described in the report. (Author/MJL)

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Youthwork, Incorporated was created in January, 1978 as an "intermediary corporation"—public/private partnership in which a private organization, funded by private foundations, is given the opportunity to make recommendations to the federal government on the spending of public funds. Youthwork is concerned with the problems of youth unemployment and the transition from school to work. To this end, Youthwork administers a number of demonstration projects funded by the U.S. Department of Labor. Youthwork has also received funds from the following foundations:

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Linking School and Work

Promising Practices from a National Demonstration

by
Harvey Pressman



April, 1981

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Linking School and Work

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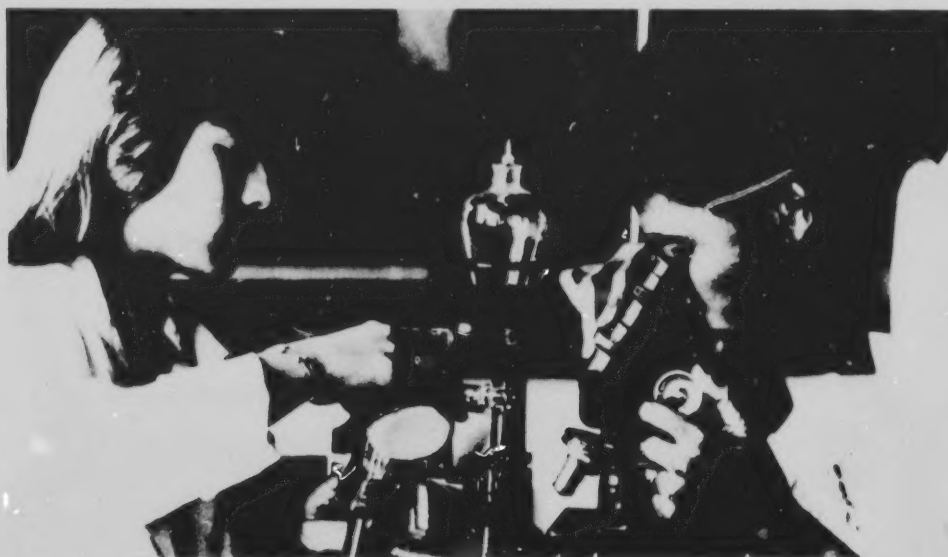
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Junior high school students at work in an NYU Medical School Laboratory as part of the Cooperative Science Education Program (CSEP).



"We hated each other at first, but she ended up being so important to me because she pushed so hard."

A Former Student, CSEP

"We get attention and help in learning to do things right. The most important part is that we get someone who cares, who believes in us and will really push us. The preceptors are gentle, they explain, they act concerned. Not many kids have that."

9th grade boy

"Here, with the preceptor, you learn real things, things that matter."

8th grade girl

"We came in here acting like little kids—pushing, acting silly, arguing. We never thought about the future. Now our horizons are broader, we know how to get around, we know we can do good work. You'd be shocked at some of the changes."

Florence, 9th grade

INTRODUCTION

This book is about experimental programs sponsored by Youthwork, Incorporated, that are testing different ways to link school and work more meaningfully for disadvantaged teenagers. The programs are part of a national demonstration whose purpose is to find ways of easing the transition between school and work for those segments of the youth population most in need. By highlighting some innovative and promising program models and supporting their adoption in other areas, the demonstration seeks to help resolve the chronic and critical problems of inadequate education and unemployment for some of the nation's most disadvantaged young people.

The demonstration was initiated by the Office of Youth Programs of the U.S. Department of Labor as part of the implementation of the Youth Employment and Demonstration Projects Act of 1977. This legislation was aimed at evaluating a full range of trial approaches for enhancing the future employability of young Americans. Youthwork, Incorporated was created as a private non-profit corporation by a consortium of five private foundations in order to test particular approaches to improving long-term employability, encouraging young people to stay in school and helping them enter the world of work. Youthwork is acting as an intermediary corporation—that is, as a private organization, assisting a government agency in programming public funds on a partnership basis. Youthwork's primary goals in this partnership are to find new ways to enhance the capability of the nation's schools to prepare young people for long-term, fulfilling and productive jobs, and to develop new knowledge about school/work combinations. The hope is that this new knowledge can some day help establish sound policies and programs to reduce perennially high rates of teenage unemployment among economically disadvantaged, minority, rural, and handicapped young people.

The information presented in this book reflects the efforts of one observer, with experience and an interest in youth employment programs, to examine and record some

of the ongoing highlights of the demonstration in process. This study does not purport to be a systematic analysis of different program approaches. That kind of analysis is already being done. Rather, it attempts to provide some graphic descriptions of what Youthwork's various model programs are attempting to do. They are offered in the hope that descriptions of some of the promising practices being developed in the demonstration projects would help to make these ideas more quickly and readily accessible to people interested in youth employment and training programs. Wherever possible, first-person comments from project staff members and participants have been included to provide some first hand views of what is happening.

This book has been organized to focus on several themes that have proven to be of special interest to program administrators and policy makers. The first two chapters focus on efforts to serve groups of young people who are particularly hard to reach. Chapters 3 through 5 highlight ways to build bridges among a few key institutions such as alternative schools, post-secondary institutions, and the private business sector in order to better link school and work. Chapters 6 and 7 describe interesting approaches to two generic problems: how to get good work placements and how to get young people more directly and more deeply involved in programs designed to serve them. Finally, Chapters 8 and 9 focus on the elusive but crucial issues of how to design programs for maximum impact on (1) current participants, and (2) other programs around the country.

Taken together, the projects and ideas point toward some important new possibilities for programs which combine school and work. It clearly is not necessary nor desirable to approach education and work as entirely separate experiences in the lives of young people. What happens in school can have significant impact on what happens during the work experience and visa versa, to the benefit of both. What follows are some specific descriptions of creative ways to link the two.

Members of the Youth Action Restoration Crew of the *East Harlem Youth Action Program* take a break outside a Harlem building they are renovating. One of the functions the building will serve is as a residence for teenagers who, for various reasons, can no longer live at home.



"The biggest problem our youngsters have in the system is that basic skills business . . . Everyone else is doing work at the eighth and ninth grade level. A youngster in our program can only do work at the third or fourth grade level. The instructor expects—or demands—that the youngster do some work. It becomes an embarrassing situation. The youngster blows up and is punished. The fact that he can't read is ignored. If you take a youngster out and improve his basic skills, you've solved the behavior problem.

"Having the basic skills means that you can do a number of things others take for granted in life."

Warnell Coates

Director

Youth Enterprises Gardening and Recycling Project

CHAPTER ONE

REACHING THE HARDEST-TO-REACH

In recent years, "targeting" has become an increasingly important objective of CETA and other employment and training programs. Growing evidence that many such programs were serving mostly those who are easiest to find and serve led to policy directives, new regulations and new initiatives designed to "target" programs more specifically and precisely to the most disadvantaged, the poorest, the least well served. Even with these policies and regulations, however, certain groups of people continued to be under-represented and underserved in employment and training programs. With respect to the youth population, a number of identifiable groups continue to suffer from neglect. Not surprisingly, these groups include some of the young people who are hardest to reach, hardest to serve, hardest to deal with, and least likely to succeed.

Because of Youthwork's perception that information was needed regarding ways to "target" programs more specifically on some of the groups who are most difficult to reach, and that there was a need to demonstrate how to respond effectively to hard-to-serve populations, a special effort was made to find and support programs that pointedly set out to reach such groups and to experiment with new ways of extending employment and training services to them. For "shorthand" purposes, that group has been categorized as high-risk youth. This implies not that these young people take more risks than others, but rather that programs which attempt to serve them risk higher failure rates and greater frustrations.

High-risk youth are young people with exceptionally poor prospects for permanent long-term employment. They have not been particularly well-served in the past and are not viewed as easy to serve by most programs. Without effective intervention, their work-related problems are likely to persist and increase, casting them as the potentially permanent "underclass" of the American work force.

"Most of the young people I know are not hard to reach. It's the agencies that are hard to reach."

Some hard-to-reach youth are more easily identified than others. These are the youthful offenders, the teenage parents, the migrant youths—young people who have, in short, surfaced through our institutional channels as the result of a visible problem whose solution is of some immediate concern to society. Others are less easily identified. These are the under-achievers reading at a fourth grade level in a high school classroom, the runaways whose families have overlooked their absence, the non-readers nodding their way through separate but unequal secondary programs.

High-risk youths share any of a number of the following characteristics: *out of school* (pushed out, truant, or suspended students), *out of work* (unable to seek, qualify for, or retain jobs), *out of home* (runaway or "throw-away" children), *out of touch* (habitually high on drugs or substance abusing), or *out of the mainstream* (due to some handicap or disability). Their parents may suffer from alcoholism, limited English-speaking ability, chronic unemployment, or transient life style. Their lives lack structure and purpose. When Joseph Cooper, Research Economist from the National Bureau of Economic Research, asked high-risk youth what they did during the day when they were not working, he found that "getting high on marijuana and hanging out were the two activities that occupied most of their time during the day." Other young people reported that they did such things as "staying home and watching television, talking with friends, standing on the street corner watching traffic, or simply sitting outside on the porch." Robbery, pickpocketing, burglary, and breaking and

Young father-to-be in Teenage Parent Alternative Program (Wayne County, Michigan) holds classmate's baby in Infant Toddler Center. The program takes advantage of locating the day care facilities in the same building as the educational/vocational program for teenagers.



entering were income sources for many he interviewed.

Overall, however, the most striking characteristic of high-risk youth is not how they spend their time, but how human services mispend their time in attempting to intervene. As Richard W. Boone, Executive Director of the Field Foundation, has noted "Most of the young people that I know are not hard to reach. It's the agencies that are hard to reach." Where programs claim to reach out to assist, high-risk youth somehow remain disaffected. Program operators therefore assume that these young people are harder to find, reach, serve, and succeed with, and therefore push them out or tailor programming around "more motivated" adolescents. However, as a number of Youthwork projects have demonstrated, high-risk youths do not benefit from ordinary programming.

Teenage parents are in a particularly stressful situation because they face the responsibilities of adults without the status, privileges, skills, supports, or experience of adults. As Frank Furstenburg, Professor of Sociology at the University of Pennsylvania, remarked, "Adolescent mothers have a much lower chance of completing high school, finding stable employment, getting a job that pays well than do their classmates." He concluded, "No measure would be more potent in altering the future prospects of the teenage parent than job placement.

Three Youthwork-funded programs are seeking job placement for teenage parents. The Wayne County Intermediate School District, in conjunction with thirteen local school districts and a variety of area service agencies, has cooperatively developed a comprehensive program for pregnant and parenting teenagers, their children, and grandparents. The *Teenage Parent Alternative School Program* provides academics, pre- and post-natal health care, health screening, counseling, social services, child care services, parenting, vocational experiences, job preparation and placement.

A unique feature of the program is its Infant Toddler Center which meets the teenage parents' critical need for childcare and teaches parenting skills through programs conducted for parents at the Center for academic credit. The Infant Toddler Center is located in the same building as the program. Both pregnant and parenting students are scheduled one

hour each day in the Center in one of four rooms—the infant room for 2-week to 4-month-old babies, the toddler room for 4- to 12-month-old babies, the sleep room, and the activity room. Fifteen students are scheduled in the Center at any one time. They observe and chart the developmental profiles of the children closest in age to their own, learn stimulation practices, and record developmental milestones. One day each week, students meet in groups determined by the age of their children. A public health nurse and social worker conduct workshops ranging from formula preparation, pre-natal care, and immunization to communication skills, attitudes, and community awareness. Parents also spend lunch periods at the Center with their babies.

In addition to daily academic classes and childcare activities, the program runs three monthly evening groups. The "Young Couples' Group," attended by teen mothers and fathers (or male friends), discusses legal rights, housing, and child development. The "Grandparents' Group," attended by the parents of the teens, functions as a support group. Director Barbara Downey reports that this group "has developed a strong support system. Eight to ten couples attend each time, with a new couple coming in every month. The grandparents of the newly delivered babies help the grandparents of the newly pregnant."

A third group, the "Mother-Daughter Group" was formed because, said Downey, "both grandparents and teen parents said they wanted to be closer to one another." This year, the teen fathers also said they wanted to be involved and now the group is called the "Parent-Youth Group."

The father's involvement in the program has steadily increased. "Four years ago," said Downey, "fathers would pick up the girls for lunch. We'd all chat. It then dawned on us that you can't provide support for the teen mother without involving the father." Fathers were then invited to participate in the Infant Toddler Center and receive academic credit as well.

The majority of families are blue-collar workers who have come up from the South to work in the steel and automotive industries. Five percent of their children go on to college. The remainder must find jobs like their parents. The Teenage Parent Alternative School program therefore stresses job preparation as a



The infant room of the Teenage Parent Alternative Program. Parents spend lunch periods with their babies.

part of the curriculum because, says Downey, "we are trying to discourage Department of Social Service involvement." In addition, unlike many teen parent programs, the Infant Toddler Center serves out-of-school employed teen parents and opens at 7:30 in the morning.

Previously, the teenage parents received credit for a job preparation course (which was voluntary although encouraged). Drop-outs received job preparation instruction on an individual or group basis during the day while their children attended the day care center. Transportation proved to be a big problem for these teenagers. For 1980-81, the program was designed as a formal work-experience component. In-school parents take a mandatory job preparation course, attend school in the morning, and are placed in a paying worksite in the afternoon. Drop-outs attend GED and

job preparation classes in the morning, and are also placed in on-the-job training in the afternoon. Transportation is provided.

Boston's Job TIPS Program (Training For In-School Parents) is operated by the YWCA and offers on-the-job training in trades and technical fields. Teenage mothers and fathers between 16 and 21 years old are trained in carpentry, welding, sheet metal, electronics, and electricity in fully-equipped shops at the YWCA. Trainees must be enrolled in the public high school or attending GED classes. They also must find their own off-site day care.

During a sixteen-week "exposure" phase, teen parents are paid minimum wage to attend parenting and motivation workshops, receive individual counseling, and rotate through the on-site training shops. During the fourteen week "intensive" phase, they select a trade and receive daily on-the-job training, and attend weekly workshops, a support group, and an occupational fitness class, while they continue their individualized counseling. When they are job-ready, they work with their senior trainer to write resumes, make contacts with employers, and interview for jobs in the private sector.

Although Job TIPS staff has generated an impressive number of prospective job placements, youths are encouraged to negotiate their own placements. "We think self-advocacy is important," says Director Sue Howarth, "because they will be out of work someday and need to know how to find a job." During the third and final phase—"job placement"—the trainee secures unsubsidized private sector employment. "Our goal," says Howarth, "is not placement, but retention." Youths are therefore followed by TIPS for a minimum of four months on the job while they continue individual counseling.

The program is particularly promising for teenage parents because it provides concrete skill training in technical areas which pay better salaries and provide good benefits. According to Howarth, "Adolescent parents have increased responsibilities because of their children. They are concerned about getting jobs that pay well. A job that pays from \$5 or more an hour makes it profitable for them to go off welfare." Furthermore, TIPS has been successful in recruiting private sector advisors who have helped design the training curriculum for the youths who will be eventually placed in their own (or similar) companies.

The *New Futures Young Parents Center* is an outgrowth of the New Futures School, an alternative educational program of the Albuquerque, New Mexico public school system. Its Youthwork grant provides increased vocational services to high-risk young mothers and fathers. The approach is comprehensive and includes academics, child care, health education, parent education, and direct medical care services through a paid staff nurse.

The students are a mix of married and single parents who live either at home with their own parents or independently. They enroll as a family in the Young Parents Center during pregnancy. Both teen mothers and fathers attend the school as well as a vocational component. Vocational training includes a course called "Earning and Spending Money" which teaches job seeking skills, budgeting, and general working and parenting skills. Students are placed in subsidized jobs in the Albuquerque community. Typical sites include a zoo, a local military base, and office and maintenance placements. Child care is provided during the day in an on-site infant nursery. Parents have lunch with their children; and the young mothers can nurse their babies during the day.

The Young Parents Center encourages self-advocacy. Discussion groups in the classroom provide supportive group experiences and counseling around parenting issues. The recent addition of a male job-site supervisor has changed the formerly female orientation of the Center and has done much to increase father involvement, especially in the area of vocational counseling.

Another "high-risk" group is the rural dropout. The *Smokey House Project*, in Danby, Vermont, was started in 1974 as a small experimental program to find the most effective means of helping alienated youths gain the skills, experience, and education needed to become self-reliant adults. Staff approached the principals and guidance counselors of the local high schools to seek their assistance. "Because this kind of program had not been attempted before (or at least efforts to track down a comparable program were unavailing)," says director Susan Curran, "and because Smokey House was at the time still in the early planning stages, it is understandable that the initial response of the school officials was skeptical. Concluding, however, that the program was at least worth a try for students who had nothing to lose, the principal offered to re-

cruit a small number of students who were unlikely, in the view of the school, either to graduate or to succeed outside of school. In the principal's words, the youths were 'real losers.' Smokey House welcomed them to the pilot program with pleasure." All four of these earliest recruits graduated from high school, received further technical training, and are currently employed.

Smokey House works with youth between the ages of fourteen and eighteen enrolled in one of four area high schools, and trains them in forestry, agriculture, "appropriate technology," and carpentry in a real work setting. Youths receive academic credit for worksite learning, develop basic skills through hands-on work experience, and meet learning objectives through a "benchmarking" system. They work in small groups supervised by an adult trainer who works, according to Curran, "side-by-side with the youths on real tasks that need to be done; this is not make-work, nor is it a situation where young people learn *how* to do things before they actually have the opportunity to do them."

Reading, writing, and math skills are learned and strengthened through practical application at the worksite; in the process of clearing land, or constructing a building for the community, for instance, youths are required to measure and compute and write reports of their activities. The goal of Smokey House is not to provide technical or vocational training, but to apply and reinforce traditional classroom learning in a supportive work experience. Each school works closely with Smokey House staff to determine appropriate academic credit. Work agreement plans between students and schools target necessary skill objectives and work-related curricula have been developed in the four occupational areas.

A strength of the program is its heterogeneous clientele. The program draws upon its participants' varied strengths and abilities, and "each youth is able to discover and use his or her individual abilities; a physically strong youngster may lead the forestry crew in collecting and distributing firewood for the Project; a youth with mechanical ability may help his or her peers solve a problem with the solar hot water heater; a youth with strong writing skills may help write a report on weatherizing." Heterogeneous grouping puts an emphasis on job functions and avoids labeling young people. Says Cur-

nan. "A program perceived by young people as 'for poor kids only' or 'only for kids in trouble' tends to transplant the stigmas that are often found in other situations to the work place. Stereotyping can also become a serious handicap to employment."

Project SHARE (now *Project REACH*) in Middletown, New York offers a similar approach to high-risk rural youth. Located in a decaying economic area in Southeastern New York, the program has successfully launched a work experience program within the traditional high school. The program has set up an individual competency-based system and on-the-job training for high school drop-outs and those at risk of dropping out who are between the ages of 16 and 21. Young people attend regular high school classes, and alternate classes, and work during the day. All student learning is based on contracts between teacher and student. Objectives such as opening a savings account, writing an essay, using particular math skills are mapped out in the context of the work experience.

According to director Lucinda Novesky, a strength of the program is "the way we work credit. It is non-time based. Kids are different and learn at different rates. We give them the time and freedom to learn." Students accumulate necessary credits through classroom and work experiences for as many months as they require. One student, for instance, dropped out of high school and returned later to finish her high school program by obtaining academic credit for her work experience. Students are placed in both public (hospitals, libraries) and private sector (auto mechanic shops, factories) jobs.

An intensive counseling and support service component, which Novesky says she "did not envision would be so important," provides back-up assistance to youths. Although the program operates in the local public high school, efforts are made to create "an entity, a family" within the program. Youths elect their own Student Council which sets rules, establishes classroom procedures, and reviews disciplinary problems. Student-run hearings address student grievances.

Inner-city high-risk youth face similar problems of disenfranchisement within and alienation from traditional high school learning. As Margie Rodriguez, a student at the East Harlem

"We think self-advocacy is important, because they will be out of work someday and need to know how to find a job."

Block School in New York City says, "I think about it now and I say to myself, 'If the schools don't care when you're in the first grade, why should they care thereafter?'"

The East Harlem Block Nursery, Inc., is a community-based agency which has provided innovative educational services to East Harlem residents for fourteen years. Governed by its constituency, it uses a grass-roots organizing approach. The Board of Directors is comprised solely of East Harlem residents who are parents of children in its program. Its Executive Director became involved with the Block Schools as a parent and earned her B.S. through an in-service training program.

In 1978, an East Harlem teacher and day care worker started to work with a small group of young people interested in a community improvement project. They renovated an abandoned school building which later became the home of the We Are Somebody Community Center. Since then, seven different neighborhood youth action projects have been initiated. The *Youth Action Program* is now a multifaceted community improvement program created and run by East Harlem youth with the help of a few of adult organizers.

The Youth Action Restoration Crew is renovating a four-story building to make a community center, a residential program, offices and community outlets. Skills such as demolition, carpentry, roofing, and reading of blue prints are taught on the job. "Hotline Cares," a telephone emergency counseling and referral service for youths with drug, housing, family and school problems is staffed by youths who learn to evaluate social service resources, make referrals, and research drug abuse for their current anti-angel dust campaign. The "Johnson Youth Patrol," staffed by thirty young men who travel in the Johnson Housing Project at night, wearing patrol jackets and carrying walkie-talkies, functions as a non-violent vigi-



Students in a Smokey House crew clear land to develop a nature trail for a local school science program.

lante anti-crime force. It has set up an escort service for the elderly, the Tenant's Patrol, which consults with other housing projects on crime control. Participants learn police procedures, community organizing, how to use communication equipment, and inter-personal skills. The "Young People's Block Association of 103rd Street" was started by a community resident who organized a group of ten- to thirteen year-olds to renovate a vacant lot. They are now negotiating with the city to acquire a public land trust to build a community park.

The We Are Somebody Leadership School is a mini-high school for leadership development and is fully accredited by the Park East High School. It operates youth-run community improvement and advocacy projects. Aspiring to promote cultural awareness of Black, Puerto

Rican, and Third World people, it holds both cultural events and social affairs, such as disco-fundraisers. The curriculum stresses political awareness, basic math and writing skills, and individual remedial tutoring. "Homes Away From Home," operated by young people with an adult organizer, is setting up a series of second homes for young people in need of another place to go in addition to their own homes. It also is starting a family-like residence for youths who will live with one or two adult residents.

The young people are paid for their work on all of these projects while learning basic skills. As student Ramonita Vega says, "The Youth Action Program is helping me a lot. In each meeting that we have, I learn more vocabulary, about social, economic and political problems and about student rights. . . I have also learned

to develop my second language. My supervisor is helping me with English. Everyone there treats me as a person—not as a problem. They do not laugh at me when I say something wrong. On my own I read English newspapers and I learn many things. I think that when I took the application for work with the Youth Action Program that was the best thing I did in my life. I appreciate everything that they have done for me and I never will forget them."

Tijuana Watson, another student, reports: "The students who cannot deal with a regular high school's rules for one reason or another are considered dumb. These students often do better in alternative schools, yet the Board doesn't give us enough funds, supplies, good teachers who care, security and back-up to keep our alternative schools open. That is why the Youth Action Program is trying to organize a Leadership School, so that we can see if our system works better. Our school will consist of teachers who care, proper school supplies, good security and students who want to learn—students who mostly push themselves and don't depend so much on others to push them."

The Youth Action Program held meetings with nearly 150 East Harlem high school students and drop-outs to find out why 45% of the students who enter the ninth grade in New York City Schools never graduate, and what improvements in the schools would prevent teenagers from dropping out. The young people developed a position paper from these meetings, which they presented before the members of the New York City Board of Education on December 14, 1979. They asserted that the main reasons for dropping out were drugs, family problems, need for money, health problems, peer pressure, and the quality of the education itself. Said student Johnny Rivera, "We don't think that the only reason is money. Most of our ideas—like involving us and teaching us interesting subjects—depend on the at-

titude and commitment of teachers and administrators most of all. Just keep in mind that the students of today will be the people running the world of tomorrow."

An East Harlem Youth Conference with the theme "Young People United to Build a Better Future" was organized by the Youth Action Program in June 1980. It was endorsed and supported by 56 community groups. Resolutions and position papers developed by East Harlem youth were communicated to politicians and community residents. Said student Walter Rodriguez, "A conference run by young people was a refreshing change from the normal conference run by adults. I feel that if young people of East Harlem would get together, they would make the community a better place to live."

Youth Action Program Director Dorothy Stoneman maintains, "We take the participants seriously. Most of the environment doesn't. The youth participants have interest and energy, but there are very few places where it can be expressed." Concerning the success of the project with youth involvement she says: "It's not so amazing. What is amazing is that other people don't think about it."

The Youth Enterprises Gardening and Recycling Project in Palo Alto, California employs suspended and expelled youths in a horticulture gardening project and recycling business. The project is located in an economically depressed black community in one of the most affluent counties in California. During World War II the community received a large influx of Orientals, whose main business was horticulture. The Oriental community later moved out, leaving abandoned greenhouses, which the program is now renting. In addition to capitalizing on the local economy, the program is involving local business people to help it get started.

Collaboration with the public school system has also secured the project two paid on-site local high school teachers who work with the students on basic skills, GEC preparation, and regular coursework. Students start out earning minimum wage and through merit raises earn up to \$6 an hour. They learn all phases of horticulture, from raising flowers to selling them, from dealing with local florists to setting up a shop themselves. The intent is eventually to create a profit-making youth enterprise. Pro-

"I think about it now and I say to myself, if the schools don't care when you're in the first grade, why should they care thereafter?"

fits go back into the program. Youth decide how to spend profits. Says Director Warnell Coates, "We're not proposing anything new and different. We're just doing it with a different population."

Program participants, says Coates, are casualties of a flawed educational system: "Our system ends up with the poorest quality teachers available. The salaries are the lowest around. The fringe benefit package is the lowest around. The youngsters come to the classroom somewhat aggressive; they're hell-raisers. The teachers are not prepared to deal with it at all. They start blaming the home. 'The reason I can't teach Johnny and Sally to learn the alphabet is because they've got a problem at home.' But I have trouble with that. That continues all the way through until they get dropped by the system, which is what we've got here."

The solution, says Coates, rests in part with the teachers: "I think teachers have to

assume more responsibility. If a kid gets up to go to school every morning somebody should be able to work with that kid. I don't care if he's a discipline problem. I don't think that the solution is sitting back just because he's a discipline problem. Teachers have to go beyond that. They have to step out of that groove they've assigned themselves. They set up traditions that if you fit into this *mold*, I will teach you. If you don't, there is no system to get you to go to work so gradually you can get back and make it. You either have ability to function in that system or you get pushed out."

According to Coates, "Kids need something to do. We get them to take advantage of what's available. We get them to look at those institutions that are supposed to be providing them services. We get them to acknowledge that they need basic skills, then get them to decide what sacrifices they're willing to make to get those skills. We say 'Are you willing to put up with the nonsense to get what somebody can provide you with?' The program offers an alterna-



Young people on the Youth Action restoration crew clear debris from a building they are rehabilitating.

"Youngsters will admit to you anytime, anywhere that they need money. It's a very simple task to get money. You either earn it or steal it."

"Teachers set up traditions that if you fit into this mold, I will teach you. If you don't, there is no system to get you to go to work so gradually you can get back and make it. You either have ability to function in that system or you get pushed out."

Warnell Coates

Director

Youth Enterprises Gardening and Recycling Project

tive to its participants at a crucial moment: a way back into the 'system' at a time when few such access routes are any longer available."

Coates thinks it's a fairly straightforward situation: "Youngsters will admit to you anytime, anywhere, that they need money. It's a very simple task to get money. You either earn it or steal it." The students in the program confirm the alternatives: "I'm sure right now that I'd be on the streets selling dope if I wasn't offered this program here." The "streets" offer the prospects of high profits but sometimes even higher risk: "Most people who end up in that business end up getting killed or life sentences." It's not that the streets are such an attractive option, but that no other option exists. Death becomes a familiar visitor to some of these young people: "A friend of mine got killed in San Francisco. He was selling drugs. He got shot in the head by the police. Out there, the police catch you. They go through this every day, a hundred times a day. Picking up pimps, picking up youths off the street. And they pick up these youths and a person usually is not going to tell you what he's done. He's not going to cooperate. And to the police, you know, you're better off dead than filling up their jails, being fed every day. That's the way they think about it."

The Palo Alto program tries to build up participants' confidence by giving them a say in program decisions, by rewarding them with extra pay for increased work productivity, and by helping them make up for lost time in developing basic skills. As Warnell Coates points out: "Having the basic skills means that you can do a number of things that others take for

granted." Coates believes that the students' positive self-image is an important part of the new beginning which the program must offer: "The public school system takes away their self-confidence, and we build it up so they feel they have control over their lives."

Another Youthwork-supported project which offered students with little prospect for academic success a "way back" to a useful career path gave high school students human service roles in their own communities. The *Learning Through Community Participation Project* was operated in 1979-1980 by the Minneapolis public schools. Target populations varied by sites. At one school, young people with serious problems at home which interfered with their learning, were placed in a peer counseling program. Under-achieving Native Americans in another site were placed in community projects. A special-needs program for handicapped students was run in another school, while non-English-speaking refugees worked in a local community agency in still another school. According to one of the project's teachers, Don Fure, "the goal of the program was to provide an experience in the community to broaden the students' outlook on career potential, to give them a positive assignment to develop a positive capability, to give credibility so that teachers would give academic credit."

One notable placement employed Indo-Chinese refugees as social work aides in the County Welfare Department. Students interpreted for newly-arrived immigrants. They proved to be so useful, says Fure, that "social workers would wait for students to come to work." Another group of ten Indo-Chinese stu-

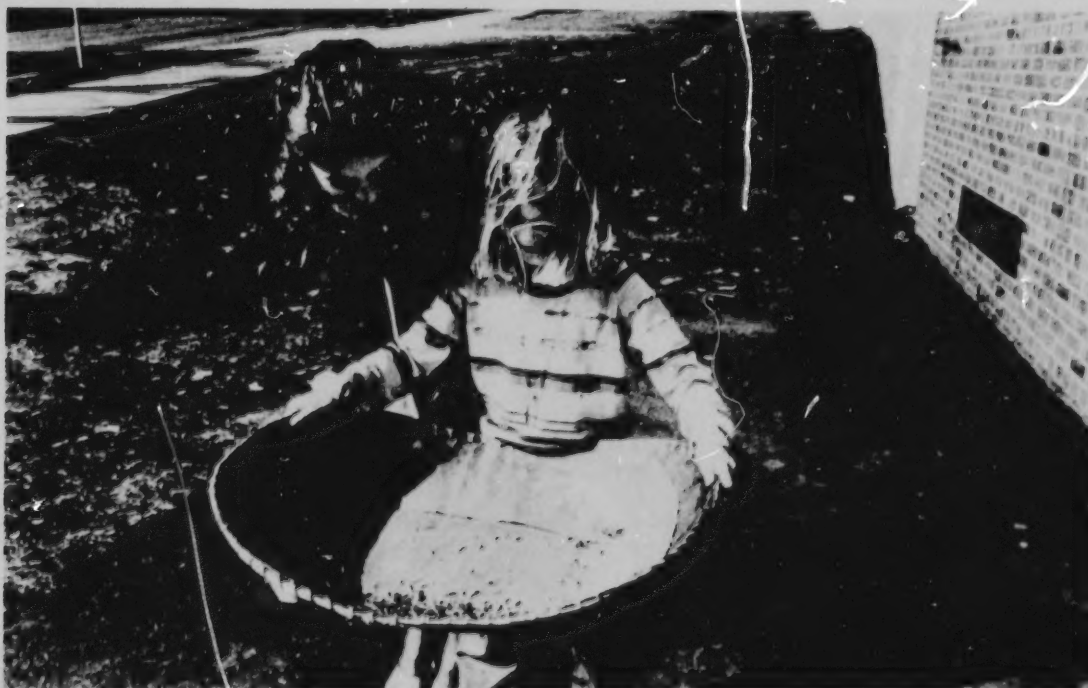
dents (of which only two spoke English) worked for academic credit and pay for the American Refugee Committee, collecting and distributing clothing at a depot for new arrivals.

Another particularly successful placement involved a Native American student who, ironically, needed an American history credit. This student was ready to drop out. She was placed with elementary school students to teach Native American culture in the classroom. She also taught geography and spelling lessons. "They loved her down there," said Fure. "They kept asking her, 'are you going to be a teacher?' She had never thought of that before and is now seriously considering it. This was a young woman who had HATED school."

"The success of the program," says Fure, "is its common sense approach. Few disagreed with the project and its principles. Students simply needed to be doing something they felt was useful and important and that they could make a choice about. They also needed to get a good look at something before they got involved."



Native American Teenager instructs younger students in basic skills.



Drying rice in the sun is an ancient skill passed on from generation to generation.

One theme running through many of the projects designed for high-risk populations is the necessity for responsive and creative "re-entry" techniques. Many of these young people seem to need new ways back through a program offering them another chance to get basic academic and vocational skills. Another interesting common thread shows up around what might be called the structuring of opportunities for responsible behavior. The problem for some of these young people seems to lie not in their capacity for exercising responsibility, but in the fact that past history has isolated them from the opportunity to exercise responsibility. When they get a chance to do so, they seem to grab for it eagerly. Their success at responsible

tasks then becomes an important ingredient in the renewal of self-respect.

Finally, the eagerness with which some of the participants reach for these new opportunities confirms what several observers have been saying about youth-serving programs for a number of years: that there are whole groups of young people who are effectively shut off from any real opportunity for legitimate advancement by age sixteen or seventeen. The costs of dealing with the future consequences of such exclusion will surely be greater than the costs of investing in programs that offer them a way back.



Young parents in Boston's TIPS program receive daily on-the-job training in welding, sheet metal, electronics and other well-paying technical skills. As director Sue Howard points out: "Adolescent parents have increased responsibilities because of their children. They are concerned about getting jobs that pay well. A job that pays from \$5 to \$12 an hour makes it profitable for them to go off welfare."

In the basement room of an East Harlem housing project, Johnny Rivera stands within a circle of chairs and says, "Get up, introduce yourself and tell us what you are proud of. As a member of Youth Action Program, you have a chance to grow, to learn, to be anything as long as it is good." The room is filled with more than 50 young people involved in one of the seven activities of the Youth Action Program.

The first to stand is Bron Stevens who "is proud to be working for YARC," the Youth Action Restoration Crew. Bron and other teenagers are gutting and renovating a four-story abandoned neighborhood building. Crew member Yvonne Santiago is applauded as "proud of being a woman doing a man's job." The YARC crew has arrived directly from the job site wearing their hard hats and tool belts. The teenagers stand in turn, proud of their work and ideas.

This pride is seen in the introduction to the newsletter written by the youngsters: "The Youth Action Program is a crime prevention and community improvement program created and run by young people from East Harlem, supported by a few adult organizers. We are based in East Harlem and at present we are working on 7 different projects in the neighborhood. They are:

Youth Action Restoration Crew. A group of teenagers are renovating a building at 119th Street and Second Avenue.

Hotline Cares. Based at 112th Street and Third Avenue. This is a counseling and referral telephone service.

James Weldon Johnson Roving Youth Patrol. Young people are patrolling the James Weldon Johnson Projects and working with the Johnson Tenants' Organization.

We Are Somebody Community Center. We have the use of an enormous building at 1280 Fifth Avenue which we are restoring. We hold many functions there, both of a community-minded and fun nature such as cultural shows and disco fundraisers.

Young Peoples Block Association at 103rd Street. This is a vacant lot which we plan to convert into a neighborhood playground and park.

Homes-Away-From Home. We are just starting this project. We intend to set up a series of "second homes" for young people who need to have another place to go in addition to their own home. We will be starting some small family-like residences consisting of several young people living together with one or two adults. This project is based at 1280 Fifth Avenue.

Youth Forum. This is a group of young people who are concerned with economic, social, and political issues in their community. Our activities center around consciousness raising and developing leadership."

5

Interns in the Urban Arts Project in Deafness in Watertown, Massachusetts, perform in their original children's show, which uses mime, song, dance, story telling and sign language to illustrate the manual alphabet. One goal of the project is to educate and expose the general public to deafness and sign language. The play, called "Two Ways To Spell Jaguar," has been performed in schools, museums, and at conferences.



CHAPTER TWO

RESPONDING TO SPECIAL NEEDS

Young people with physical and mental disabilities are frequently excluded from youth employment and training programs. Many explanations for their exclusion have been offered, but the fact that so many handicapped adolescents are denied access to opportunities that can help them earn a living is difficult to deny. In amending the Comprehensive Employment and Training Act (CETA) in 1975, Congress recognized the need to make special efforts to include more handicapped people in CETA programs by explicitly stating the need for special support services and the removal of architectural barriers, and by providing for meaningful services to improve opportunities for handicapped persons. Other federal laws (The Rehabilitation Act of 1973 and The Education for All Handicapped Children Act of 1975) also make clear the commitment to serve the handicapped in federally funded programs.

Some of the reasons for the common failure to provide training and employment opportunities for handicapped youngsters are fairly obvious. The CETA system was not set up to deal with the special needs of handicapped people. Many CETA officials lack any background or experience in this field. Many CETA offices to this day believe that handicapped youngsters are somebody else's responsibility: the rehabilitation agency, or the mental health department, or someone else. Many special education programs for mentally and physically handicapped adolescents totally lack any serious vocational component. "Special needs" educators don't know very much about vocational preparation, and vocational education specialists don't know much about "special" education. Ironically, for many handicapped adolescents (the mentally retarded and developmentally disabled, youngsters with certain physical impairments, etc.), vocational preparation is one important way to help them to avoid a lifetime of dependency, and to become more independent and self-sufficient.

There are more subtle reasons as well. Many

"In many subtle ways, the expectations of limited future opportunities for handicapped youngsters continue to reinforce limitations on their preparation . . ."

of the "professionals" in the field of special education, mental retardation, rehabilitation and the like learned their trade at a time when the exclusion of many handicapped people from competitive employment opportunities was almost standard operating procedure. As theories of rehabilitation have moved rapidly toward such goals as "normalization" and independent living, professionals in the field have been quicker to incorporate these "new" ideas into their rhetoric than into their behavior. In many subtle ways, the expectations of limited future opportunities for handicapped youngsters continue to reinforce limitations on their preparation for a wide variety of vocational opportunities. Such limited views of future opportunities get internalized in the viewpoints of the handicapped youngsters themselves, and of their parents. Even where the need for increased vocational opportunities for handicapped youngsters is gaining acceptance, the reality that the 1980's is a time of shrinking educational dollars, tax revolts, and an increasing awareness of the limitations of government programs works against the correction of this long-standing gap in our opportunity structure.

Despite new laws designed to end long-standing discriminating practices in educational programs for the handicapped, despite new infusions of federal dollars, despite court decrees seeking to right some of the old wrongs in the treatment of handicapped people, the odds remain stacked against a handicapped youngster getting trained to earn

a living. He or she is still far more likely to gain access to government-supported programs which provide subsistence support on a continuing basis, or caretaker services which reinforce continuing dependence on others, even where the potential to earn one's own living is no longer in doubt.

In addition to all these obstacles, the handicapped youngster is up against another serious barrier: very few people have yet learned how to assist disabled young people to prepare for economic self-sufficiency. Most efforts in this direction are still very new, as is the belief, in many cases, that it's even possible to do it. Many of the vocational preparation techniques that have been developed for the so-called "normal" population won't work with handicapped youngsters.

It was in this context that Youthwork decided, early in 1979, to make support for experimental programs for handicapped adolescents a major thrust of the exemplary in-school youth demonstration project. In few areas were good new ideas needed more desperately. In few areas could demonstrations of what young people can do when given a real chance have a more dramatic impact. In few instances would demonstrations of workable new program strategies be as likely to spread quickly to other places.

Some of the programs that have resulted from that 1979 initiative are already demonstrating remarkable promise. In Louisiana, a program to train retarded adolescents as recreation aides is already placing youngsters in real jobs, and gaining local support. In New York City, the Rusk Institute for Rehabilitation Medicine is helping disabled young people to gain access to a practical transitional public school program of study and work from which they had previously been totally excluded. In Jackson, Mississippi, Oath, Inc., a non-profit agency organized and operated by physically disabled black people is opening up vocational training opportunities to young people with a wide variety of handicaps, of all races. In Berkeley, California, the Center for Independent Living is reaching out to youngsters with many different physical and mental disabilities, and from a variety of economic and ethnic backgrounds, to demonstrate to them how capable they are of gaining greater control over their own futures. In Pennsylvania, a pioneering effort to move developmentally disabled youngsters with severe learning impairments ahead

through a systematic method of task analysis, task restructuring, and non-verbal instruction is placing these young people in real job situations. In Jacksonville, Florida, a junior college with fresh ideas about its responsibilities in its community is making a commitment to the continuing education and development of local young people with mental and physical handicaps. In Rhode Island, young retarded citizens whose only previous options would have been placement (often inappropriately) in poorly-paying, opportunity-denying sheltered workshops are getting a chance to show what they can do in real jobs.

Taken as a whole, these and other Youthwork-sponsored programs may constitute a significant portion of the total national effort to demonstrate new ways to approach the vocational preparation of handicapped youth, to move handicapped young people into the vocational mainstream, and to find new ways that work to get handicapped young people to work. Although many are still in an early stage of operations as this is written, the various strategies they are employing are already of interest.

One of the earliest Youthwork-supported projects for handicapped youth was the *Kennedy Interns in Recreation* project operated by Louisiana Special Olympics, Inc. The primary objective of this project was to secure employment, training, and career opportunities in leisure industries for mentally retarded young adults between the ages of 16 and 21. The program offered specific training experiences in four job areas: hospitality and tourism, private recreation, environmental services, and community recreation. The project was based on a small pilot program which had been conducted by Special Olympics, Inc., giving rise to the hope that the leisure industry was potentially a growing source of real jobs for young retarded citizens who might otherwise fail to find competitive employment opportunities. From the beginning, the experiment was viewed by the national Special Olympics program as a potential prototype which, if successful, could be readily exported to other areas of the country. Thus, from the beginning, the program was special in a number of important respects: it trained young retarded people for new, non-stereotyped jobs in a growing industry; it had a built-in mechanism for possible expansion in other geographic areas; it placed trainees toward specific on-the-job in-

ternships in real world settings (recreation aides, teacher's aides, groundskeepers, cook trainee, etc.).

Initial results of the Kennedy Internship program have been so encouraging that the national Special Olympics program has made a commitment to further expansion. 85% of the first cycle of 40 interns are still actively employed in unsubsidized jobs in the private sector. Nearly all employers have expressed the hope that their interns will remain in their jobs after the project is over. All of the second cycle of 40 interns have been placed in on-the-job training slots while also attending school.

That such results do not come easily is illustrated by these comments from the parent of one of the project's earliest participants: "We so much wanted her to be self-supporting, but

just didn't know what to do. Seems like every turn we made was the wrong one. Finally, I went by a local vocational school to see if there were any trades she could take up without having a high school diploma. They suggested I send her to Hammond State School. By this time, she had no self-confidence and had given up. This state-provided program really helped her a lot. Her supervisor from this program called me one day at work and asked had I heard of the Special Olympics—and explained the Kennedy Intern Program to me. Gosh! It sounded great. Got home and told my husband and he said, 'Honey, don't get your hopes up, this sounds too good to be true.'

"Let me say now—it was and still is true. It's one of the greatest things that has happened to her. She went to a four week evaluation—

Report From Louisiana:

Kenny, the Kennedy Intern, first came to the Evaluation and Training Center five years ago. Kenny was a very shy young boy who tested at the bottom of the evaluation scale with a score of 25; the scale is a 50-point scale with the average score being 30. Kenny was hostile toward his teachers and was abused by the other students.

A year later, Kenny had made no progress; in fact, his score on the 50-point evaluation scale was 19. He was confused about his work training, needed daily counseling, and was diagnosed as epileptic. Kenny loved sports, however, and through the encouragement of his father, tried out for Special Olympics. During the next two years, Kenny made some improvement but could not handle peer or work training pressures.

In June 1978, Kenny gained a part-time training job as delivery boy with a local furniture store. He left there for a better training job at the Telephone Company as a maintenance man; he was fired from the job 8 months later.

Kenny then went to work for a solid waste disposal company where he stayed four weeks at an extremely dirty and physically difficult job. He was fired again. After three months, Kenny reentered the training program, a defeated youngster needing support and encouragement.

In October 1979, Kenny began as a Kennedy Intern working 20 hours per week at the community youth center as an assistant to the Director. He continues at the center where he supervises work training sessions and conducts physical fitness training daily for 20 students.

Kenny has helped set up basketball tournaments and actually is in charge of the youth center 2 hours each night on his own. He is now confident of his own skills and ability.

He was recently retested on the 50-point scale and Kenny scored 49; his chronological age is now 20 and his social age 16.6. Kenny is a changed young man with a promising future. At the end of his training in October, Kenny has been offered the full-time position of assistant at the youth center.

teaching mixed in with field trips and socials—that was so good for her. Under very close supervision, she was placed on a job. This once-shy, backward, no self-confidence child, in the year she has been a Kennedy Intern, has grown to be a self-supporting, balanced young lady."

Another project designed to have a direct impact on career opportunities for seriously handicapped young people operates under the auspices of the Rusk Institute for Rehabilitation Medicine in New York City. This project serves young people with serious physical disabilities. One key feature is that it provides the transportation and other supports needed to make an interesting regular work-study program accessible to handicapped students. This is a program which combines alternate weeks of work and schooling in a way that enables students to hold down one full-time position. Primarily because of lack of available transportation to the work phase of the program, physically handicapped students were in the past denied the opportunity to participate. The Rusk program is helping not just to open up such opportunities for beneficiaries of the demonstration program, but is working with school officials to promote continuing accessibility in this program in the future.

The Institute also uses its experience and influence to promote more desirable work placements for the work-study program. Thus, for example, two wheelchair-bound students whose secondary education in the past would necessarily have been primarily academic can get a chance to try out a job in the international division of a major New York bank. The difference to the handicapped youngsters goes far beyond the opportunity to earn some money or even to gain one particular job skill: they are at last able to do some of the normal job-sampling and work-sampling that so many other teenagers do as a matter of course. This is a crucial form of mainstreaming, in the sense that more and more people are beginning to understand that the expectations, the habits, even the assumptions of the workplace are usually learned at the workplace. To deprive a young person of this kind of sampling experience may thus be to deprive that person of a crucial kind of experience for future success.

In Jackson, Mississippi, a unique organization called Opportunities for the Advancement

of the Handicapped (OATH) is trying another way to move handicapped young people towards the mainstream of employment opportunities. OATH founder and president, Marshall Smith, lost an arm in an industrial accident in the late 1960's. His own experience as a disabled black man trying to get employers to see what he could do rather than what he couldn't do has helped to shape the program Smith and his associates have developed.

"I was on Social Security and Welfare, my wife was pregnant, I was trying to put myself through college, and I was handicapped," Smith sums up. Smith's own frustrating job search and efforts to become more self-sufficient finally led to a job on the night shift with a producer of automotive wiring and a commitment to spend his days promoting OATH: "I wanted to start a program that would help other handicapped people, because I thought I couldn't get a job because people looked at my inability instead of my ability."

Smith knew that what he wanted was "work, not welfare, and the pride of supporting my family just like other workers." He set out to create an organization that would enable handicapped individuals, black or white, to become self-sufficient, to participate more actively in community life, and to "produce in sufficient quantity and quality to warrant regular work and regular pay." The result is a multifaceted organization that offers employment training, jobs, job placement, and training in independent living to physically and mentally handicapped individuals.

OATH's own plant operations are usually the 'work initiation point' for the young people involved. Through contracts with and sales to industry, OATH trains and employs participants in small appliance and refrigeration repair, film processing and printing, contracted sub-assembly work for large manufacturers, wood-working (OATH has a substantial contract, for example, to make industrial pallets for private industry), and micro filming. A home for the development of independent living skills accepts people who want to learn how to live independently of their relatives and friends: it teaches them cooking, budgeting, banking, cleaning, personal hygiene and other skills needed by people who are seeking self-sufficiency in life as well as work.

Although some of the initial experiences at the "work initiation point" are conducted in a sheltered setting, what sets the program apart from many other sheltering programs is its consistent emphasis on the goals of self-sufficiency, independence, regular work and regular pay for handicapped individuals. The work initiation experiences are utilized as a means to train people in punctuality, work habits, safety awareness and other qualities needed for later success in regular employment and independent living. Expectations are high and regular progress is demanded from the beginning. As Henry Griffith, OATH's project director puts it, all training contracts are "geared toward the mobilization of handicapped persons into the world of work."

The Center for Independent Living (CIL) in Berkeley, California is another example of disabled people serving other disabled people. The Center is a community-based, non-profit organization which has, since its inception in 1972, developed a strong philosophical base founded on two major principles. The first is

that independent living programs should serve all disabilities. The second point is that disabled people should run and control any organization created to serve their needs.

Center staff members believe that people with many disabilities have similar needs, such as housing and transportation, and that independent living programs can give the best service to the most people when directed to needs rather than to specific disabilities. In addition, they believe that people with differing disabilities who experience the same kind of stereotyping and discrimination can best be served by an organization dedicated to the elimination of that stereotyping and discrimination. CIL actively works to employ disabled people. Disabled staff depend on the same services to live independently as the clients do. The clients know this, and this knowledge helps promote an atmosphere of trust between staff and clients. "We use ourselves as reference points to help improve their self-concept," explained Leo Ogbojafor.



At the Center for Independent Living in Berkeley (CA) a range of services is provided to encourage people with disabilities to live more independently. Here, interpreter services for a hearing-impaired student support his search for his own apartment.

Dr. Leo Ogchojafor is the Director of the Youthwork program at the Center for Independent Living in Berkeley. He believes that disabled young people need more than good job placements.

"A lot of programs focus on just giving jobs to disabled youth. They have not recognized that because of the special experiences of disabled youth they need more than just jobs. It's one thing to just give a job to somebody, but it's another thing to make sure that the person has enough survival skills to make it in the job.

"From talking to different agencies, we found that there were definite gaps, in terms of the social aspects of disability. For example, look at the focus of special education. It's built on the 'medical model,' where the youth do not play an active role in programs that affect them. There is no emphasis on things like the ability to fend for oneself, in terms of being able to cook your own food, to do your own laundry, or to get transportation from your house to the workplace. There are no recreation programs.

"And so I started out by realizing that one of our goals in the Youthwork project would be that of filling in these gaps. And so we started by thinking about the relationship between survival skills and the ability to perform at the worksite. The survival skills include, first, interpersonal relations. That's very, very important. If you don't accept your disability as it is and aren't prepared to maximize the potential that you do have, it will be difficult for you to relate very well with colleagues at the worksite."

The CIL Youthwork project offers a wide range of services, drawing on CIL experiences and programs developed since 1972. Independent living skills training focuses on the survival skills cited by Dr. Ogchojafor and includes such skills as personal budgeting, nutrition, general organizing, and adaptive aids. Career exploration, job development, and job placement are provided through workshops and one-to-one counseling. Counseling services give young disabled people access to disabled counselors to help work out family problems, gain better awareness of medical options, or deal with crises.

CIL's deaf services, blind services, attendant referral and transportation departments are available to participants, as are the staff of its Disability Law Resource Center. Financial ad-

vocacy counselors help clients deal with problems relating to Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), public assistance, and other benefits. A smaller group of participants are given the opportunity to do part-time work as stipend students, gaining working experience while earning money.

Throughout the CIL program, the message from this self-advocacy organization to disabled youth is clear: You can "take your life into your own hands." You can have the "freedom to make your own choices in life." You are "human to the extent that you want to be better than you are." Let's get on with the job, CIL says, and we're here to help.

"It's one thing to just give a job to somebody, but it's another thing to make sure that the person has enough survival skills to make it in the job."

Another relatively new organization seeking better opportunities for handicapped citizens is AHEDD, the Association for the Habilitation and Employment of the Developmentally Disabled, Inc., in Lemoyne, Pennsylvania. AHEDD is a non-profit organization founded in 1977 to pioneer innovative approaches to the training and employment of retarded citizens and people with other developmental disabilities (cerebral palsy, epilepsy, autism). AHEDD's underlying philosophy is two-fold. First, developmentally disabled persons are limited not so much by their own lack of ability, but rather by society's lack of ability to develop effective training techniques to help them develop their skills. (Much of AHEDD's philosophical approach borrows from Marc Gold's *Try Another Way* project in Illinois, which teaches, in similar fashion, that people who cannot learn a skill by the so-called normal means may be able to learn it quite well through some very different, perhaps as yet undiscovered, approach. The burden is thus shifted away from the "failure" of the disabled person to learn to the ability of the trainers to find the training approach that will work.)

Leo Oghojafor coordinates the Youth Work Project of the Center for Independent Living in Berkeley, California. What follows is Leo's description of two encounters he had with one of the first participants in the program:

"I met Joey early this August when he attended our SSI workshop. At that time, Joey had a manual wheelchair that had to be pushed by an attendant. Joey was surprised to see the director of the project push himself in his own wheelchair. This is the conversation we had:

Leo: How are you doing, Joey?

Joey:

All right. How come you can push yourself?

Leo: I learned how to do it.

Joey: Do you cook for yourself?

Leo: Yes.

Joey: Do you shower by yourself?

Leo: Yes.

Joey: Do you go to bed by yourself?

Leo: Yes, Joey.

Joey:

I can't. God wants me this way and I can't do anything about it.

"I had a longer discussion with Joey, and Joey joined the Youthwork Project. One of our peer counselors started working with him. On October 24, I visited Joey at the Whitton School. He was all smiles, zooming all over the place in his new motorized wheelchair. We talked again:

Leo: How are you doing now?

Joey:

I have an electric wheelchair and nobody pushes me now. I even go across the street to see my neighbors.

Leo: Do you feel better about yourself now?

Joey:

Yes. I feel I can make it. I hope to be as independent as anybody else. I like Mariana (the Youthwork Peer Counselor working with Joey). I would like to live by myself someday.

Leo: Joey, what does "independent" mean to you?

Joey:

To be able to get into my chair, get dressed, brush my teeth, go to the grocery, go to the shower, and eat by myself.

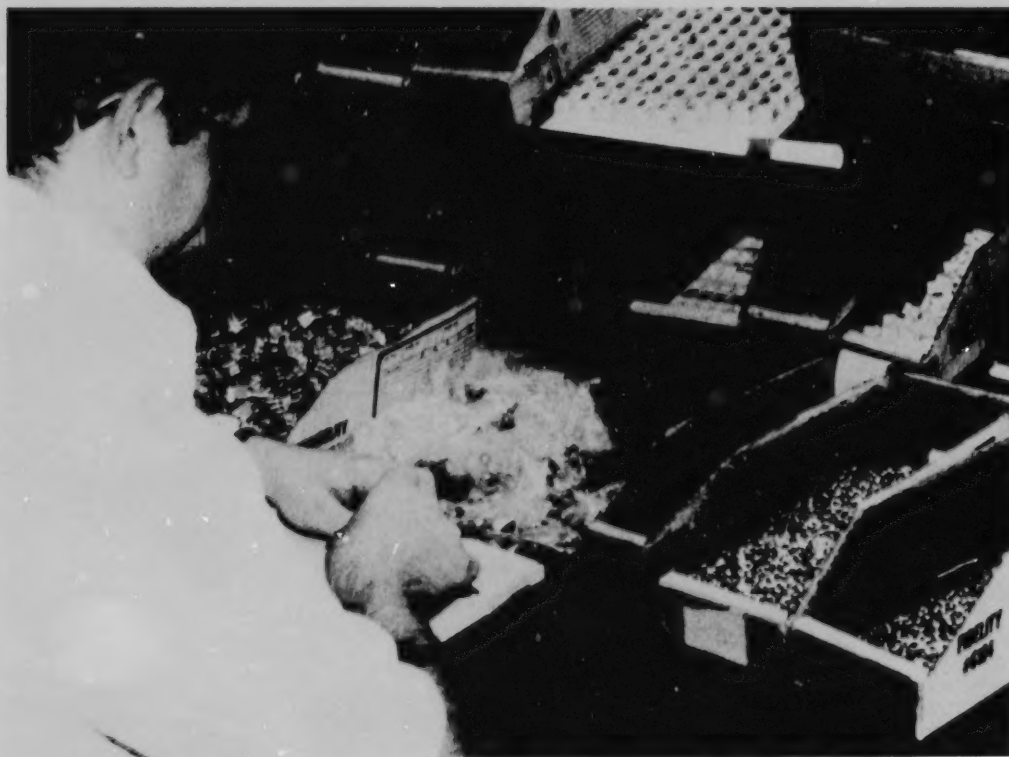


A second key facet of the AHEDD philosophy is simply that the best place to train an individual *for* a job is *on* the job. Unremarkable though that may sound, it is a point which needs to be constantly emphasized in working with retarded citizens and other developmentally disabled people. The more realistic the environment, the more normal the performance and behavior of the people in it. It is, after all, the normal setting for which people are ultimately being trained.

True to its philosophy, AHEDD places its participants at work stations in private companies. The companies are not asked to participate out of kindness or social conscience,

but rather on the basis of cost effectiveness. "Somebody's business can't be a dumping ground for human services," maintains AHEDD's Marianne Roche. "People in business shouldn't have to pay for charity. But they will pay for competency, dependability, accuracy," she adds.

So AHEDD demonstrates the value of disabled people in high turnover jobs where attendance, punctuality, persistence, and other demonstrated qualities of handicapped workers pay off for employers. AHEDD assumes the responsibility for training by assigning a counselor/trainer within the plant to train and supervise the workers and handle all related pa-



In Lemoyne, Pennsylvania, the Association for Habilitation and Employment of the Developmentally Disabled (AHEDD) has developed a training technique that blends industrial engineering and behavior modification to train retarded citizens and other developmentally disabled people to perform regular work in the regular workplace. Through careful analysis and restructuring of each task, AHEDD's trainers create doable jobs for entering participants, who develop their skills at the real work-site. AHEDD works on the philosophy that "the best place to train an individual for a job is on the job."

perwork. Using training techniques which involve task analysis, task restructuring, and behavior modification, AHEDD's trainer helps participants increase their productivity dramatically over the first four months. The company pays only for actual work performed and has an opportunity to evaluate potential employees at their work stations for as much as four months before making a decision on hiring. For young handicapped people, this time of transition to the real-work environment is frequently their first contact with the requirements of a job, so the support of the AHEDD staff is crucial.

The skill of the staff in helping people grow also seems to be a key ingredient in the program at Florida Junior College. The staff, while strongly advocating for special services for the handicapped students within the college, is aware of the need to let students take their own risks and make their own mistakes. As one participant put it: "It's not a place you can come crying to, when you've been 'ripped,' like running back to Momma's arms."

Step Four. At the end of the year of course work, arrange for a six-month paid internship in a real world job requiring the skills acquired in the courses.

The Florida Junior College program is an example of an institution going beyond the usual practice to enable handicapped and special students not just to utilize, but indeed to exploit its available resources for the benefit of their future opportunities. The college has its own Mainstreaming Center, whose purpose is to help all its handicapped students develop their own self-help skills and to arrange necessary special services (interpreters for the deaf, mobility assistance, talking books, job reference material in braille, TTY telephone for the hearing impaired, tutors, etc.).

Beyond the support services, the college is following a straightforward plan for each individual participant:

Step One. Tailor a set of courses to the employability needs of each student, drawing on all the resources that exist in the college.

Step Two. Provide whatever counseling and special support services students need to adjust to and succeed in the courses.

Step Three. Compensate students for their training time. (Most participants seem to use the money they get for participating in the program to pay the enormous costs of transportation, which they must provide and pay for on their own.)

"... in my past experience looking for a job, it was like I could call on the phone and they'd say 'O.K., you're very qualified, come in for an interview, and then it was like this glass pane went up between myself and the interviewer as soon as he saw me because of the stigma of the disability. For example, I applied for a clerk's job in a store near my house. I called on the phone and told them I was a high school graduate and I told them I'd taken a business math unit—so he said, 'All right, you're qualified, you can come in for an interview.' Well, I was put off three times and then finally the guy didn't have nerve enough to talk to me. He called my mother. She told the guy he wasn't going to say anything behind my back, so I got on the extension, and he said, 'Well, I feel like this is just the nature of the handicap. He's liable to fall and hurt himself, and I don't want to be responsible.' The old copout. He was setting my limitations for me. There's a deep sense of frustration and anger in that sort of situation."

Mike Paris
Freshman
Florida Junior College



A Dialogue on Disabilities:



The following dialogue took place at the Mainstreaming Center of Florida Junior College in the fall of 1980, between two participants in the College's program. One of the participants had been labeled as "retarded" throughout high school; the other has cerebral palsy.

Nancy:

In high school, they didn't help us. They could care less. And when people have handicaps, they have a hard time. I've been in a lot of programs. I didn't like it, 'cause they didn't help me at all.

Mike:

The only thing in my school situation that annoyed me was when people went by their stereotypes of what a cerebral palsy person is—like they categorize it with mental problems, and they tend to over-baby you because they think that this person can't take a good jolt or anything like that.

Nancy:

They feel sorry for you. A lot of people that are handicapped, they want to do it on their own, so they know they can do it without anybody helping them. They despise that.

Mike:

When I talk about it to my non-handicapped friends, I tell them 'Don't be frightened of a handicap—it's not really that big a thing. It's a slight inconvenience at times. I mean, sure, I wish I could, you know, play football and I could do this, that, and the

other thing, but I can't, and I have to learn to live with it. It's nothing that you should feel sorry for me about. Just try to let me decide what I can and can't do, and if you see me go down on my face once or twice, don't worry about it. Let me pick myself up, because there's not always going to be somebody there to pick me up.'

Nancy:

There's no cushion there. You know you're going to fall and fall, and then you'll pick yourself up, and then you won't make that mistake again.

Mike:

That's a wonderful thing about the counselors here. It's not a place you can come crying to when you've been 'ripped,' like running back to Momma's arms. But they encourage you. You can sit down with them, and they will tell you on an intelligent, adult basis: 'Well, here is where you went wrong and here is where you were right.' Then you can go back and try to correct your mistake. They'll encourage you to do things on your own.

Nancy:

They won't tell you what to do.

The college is so committed to the program that it expects to absorb the costs of future continuation as a regular part of the curriculum. As Stan Carter, the Director of the program puts it, "At this time, in our area, this is the institution which can benefit disabled students most directly. But we're just a tool. We're using the college to give them something that they haven't got before. Some of these kids will go on to further degrees. But had they not got this kind of support and this kind of exposure, they would never ever have tried it."

Adding to the variety of models supported by the in-school demonstration, Rhode Island's *Training Thru Placement* project is providing a transition from school to work for 60 moderately to severely learning disabled and mentally retarded youths between 18 and 21. Working with 20 out of the 39 school districts in the state of Rhode Island, the program takes the most severe cases the schools have. The vast majority have never been included in any kind of a vocational program before, according to Mike Slachek, the program director.

As the name implies, *Training Through Placement* shares with AHEDD the key insight that you learn to work at work. Unlike AHEDD, however, the training and supervising is done entirely by employees at the private sector worksites. Staff from the project meet with the employers and talk extensively about the client's strengths and weaknesses and realistic goals for that client, learning tasks based on experiences in school and in the family. "One of the great advantages," says Slachek, "is that the staff is on call 24 hours a day. Within 15 minutes of anything happening, there will be a staff person at the worksite." "That's been a big, big selling point," Slachek emphasized. "They can always get a hold of us."

Also, problems on the job are often related to what has happened at home or at school. Being on call day and night, staff can find out about a problem even before a client gets to work. "Then we can contact the employer beforehand and say, 'Hey, the kid is going to have a rough day tomorrow, could you put up with it?'"

But what gives the program its special quality, according to Slachek, is what he calls the "total approach." "What happens to kids when they hit the street? We have to deal with that. The goal has to be beyond just getting

jobs; the goal has to be to get them their rights."

Part of those rights include the opportunity for experiences they have been denied. Social activities are organized, such as going to lunch, visiting a nightclub, and taking trips. In every case, the clients decide where they want to go and pay for all their own expenses. These activities also give them an incentive for working. "Their jobs aren't creative; retarded persons get bored like everyone else," says Slachek. "This is a way to teach them about the benefits of having money to spend."

Another important service *Training Thru Placement* provides is that of advocate. A full-time advocate is on the staff, and all staff are actively involved in the rights of the clients. They have already taken on the Social Security Administration 16 times. The issue has been the reduction or elimination of SSI checks to clients as a result of their participation in the program. "In every one of the cases we've been able to beat the system," Slachek claims proudly. "No one has lost a penny for participating in this program. We've even got 3 or 4 clients on the rolls who were denied in the past."

Slachek also runs a parents' group that not only deals with issues of having a handicapped child, but also with the rights of the parents and their handicapped child.

Hand in hand with the total approach is the total dedication of the staff and their mutual philosophy. This is crucial," says Slachek. "If we agree on what we should be doing and what it's about, the other things will follow, as opposed to going about the tasks and letting the philosophy take care of itself . . . What we're basically concerned about is human rights. That's what all these programs should be concerned with. And if we can get them their human rights through getting them a job, then we've done what we're supposed to. And if we can't get them jobs but we can show them ways to go with their lives, then we've done our jobs too."

The variety of the projects already described suggest the special richness of the mix of programs which the in-school demonstration has spawned for handicapped youth—and this is only a partial list. Other programs in the Northeast provide support for employment-

related arts activities and serve a variety of physically handicapped youngsters. Several programs are attempting to reach handicapped young people from various cultural minorities. The richness of these programs, combined with the general lack of initiatives for this population in other places, adds up to a substantial achievement over a brief space of time.

The themes are clear—self-help, self-advocacy, allowing people to take risks, giving peo-

ple the chance to fail, providing people with real-world experiences, encouraging self-sufficiency, promoting self-assertiveness, tailoring training to fit the abilities of the handicapped, avoiding a focus on the disability or the problem, selling the employer on the real economic advantages of employing handicapped people. Taken together, they may well comprise a demonstration of a whole new way of approaching the vocational needs of handicapped youngsters.

"Physically disabled young people do not enjoy the same opportunities for casual, part-time, temporary or summer work experience that are available to their able-bodied counterparts. To compound the problem, special settings have traditionally been established to provide vocational services for the disabled. Segregation connotes self-devaluation. It also forms attitudinal, discriminatory and stereotypic viewpoints by the non-disabled. As a result, they have limited knowledge of the variety of jobs in the primary labor market; they lack the opportunity to learn good work habits and to understand the demands of employment, thereby reducing their chances of gaining a strong foothold on that primary labor market. Further, due to their physical limitations, they must confront many environmental barriers to the social and economic mainstream. A critical facet is the accentuated mobility restriction imposed on them by the lack of accessible, inexpensive public transportation systems."

Rosalind Zuger and Patricia Ryan
American Vocational Association Conference
December 7, 1980

The Urban Arts Project in Deafness, an interdisciplinary theater and visual arts employment and training program for hearing-impaired, deaf, and hearing youth, offered training in a variety of performing and visual arts. Here, participants demonstrate the skills developed in one of many dramatic performances offered to audiences in the community.



Students at the East Harlem "Leadership School," a fully-accredited mini-high school, run community improvement and advocacy projects. Along with basic skills, their curriculum stresses political awareness and community organization.



In a report on the Guidance System in California Secondary Schools, prepared by Open Road, a black high school senior summarizes her attitude toward her school experience: "I have to face the fact that I'll be out of school in a few months and I think, 'What do I know?' and I freak out . . . and then I start thinking about all those hours in history classes where we didn't do anything, and the hours in math class—what a joke. Only it's not funny, cause I don't know anything, and I can't just put down on a job application that I don't know math because school was closed for ten days over a race riot and because Miss S. was out with the flu for three weeks and the substitute spent the whole time trying to keep from exploding . . . I can't tell some job person that I don't know how to type because the class wasn't offered at a time I could take it, except one semester when it was already full before I got to it. No, it all falls back on me. I'm the one who doesn't know anything."

CHAPTER THREE

USING ALTERNATIVE SCHOOLS TO GET READY FOR WORK

Our society has traditionally viewed education as the "great equalizer," the vehicle through which even the most severely economically disadvantaged can become upwardly mobile. Equality of opportunity supposedly begins in the classroom; and CETA youth legislation has consistently underscored the importance of basic academic skills for success in the workplace. Employers believe that the ability to read, write, and compute is more important than skill acquisition or even than experience in achieving labor market success. Despite all of the questions about the meaningfulness of education, it remains true that the best insurance against unemployment is a high school diploma.

The drop-out rate, however, among American school-aged youth continues to be significant. Most studies suggest a national drop-out rate of 13 percent, with much higher figures for central cities. One study estimates that among poor minority youth in the central cities, fewer than one in three complete high school. Hispanic and black youth continue to lag far behind all other groups in rates of high school graduation. One out of every four black 19-year-olds does not have a high school diploma compared with only one out of every five white 19-year-olds.

Youthwork has emphasized two major goals in its demonstration: first, the development of innovative models for linking learning and work experience for in-school youth; and second, targeting programs to serve the most disadvantaged, hardest-to-reach youth. In some ways these goals may not coincide. The public schools may simply be unable to reach or to teach the most deprived students. Students who cannot respond to the traditional teaching style of most public secondary schools cannot benefit from work experience programs that require regular school attendance.

Outside of the family, school is the main institution affecting a young person's socialization. Although often critical of school, young

people tend to accept and internalize negative institutional judgments of their abilities and future potential. Alienated students feel helpless and angry because they feel cheated out of the education and skills training that is their right. The teachers may be disinterested about or afraid of students; the learning process may be sterile or disrupted by racial tensions. Most often students feel powerless, completely stripped of their street identity, and lost in the mass of bodies at large public schools.

Many disadvantaged young people also end up with unrealistically high vocational aspirations ("I want to be a doctor and be rich") coupled with painfully low self-images nurtured through years of failure. This contradiction often paralyzes them throughout school and into adult life.

Unraveling these knotted feelings of anger and self-deprecation sometimes requires a highly specialized approach, at a site located outside the regular public schools in order to be accessible to the most alienated. Several Youthwork programs have attempted to build such alternative school models on the basic premise that alternative education, with its emphasis on a new beginning in a new setting, can have better results in preparing youth for the world of work through developing a stronger sense of personal competence and community membership. These schools are in effect laboratories where solutions to educational problems can be tested.

Identifying the key elements that make an alternative school serve even the most demanding students is often a difficult task. *The Group School*, a private tuition-free high school serving disadvantaged youth in Cambridge, Massachusetts, began in 1969 with a clear mandate: to create a school where students could actively participate in their own education, and to devise a curriculum that would provide students with a sense of pride in their "working class" identity.

The school has developed sophisticated curricula that integrates the themes of empowerment and self-advocacy into every component of the students' activities. Most vocational training programs focus solely on skill acquisition, training students to become proficient workers in specific occupations. In this setting, problems of motivation and alienation are usually addressed in counseling components, particular to each student. However, for working class students, who often cannot distinguish between their own personal limitations and the external limitations placed on them by society, this approach can reinforce self-blaming attitudes; and it fails to address the root cause of students' lack of motivation.

The *Group School* curricula, in content and design, have been developed specifically to address these motivational issues. The approach of the materials is based on three critical assumptions:

1 It is crucial to draw on the students' strengths. In spite of any past school experience or learning, the youth have developed enormous strengths, survival skills, and maturity beyond their years that has not previously been recognized in schools.

2 The content of every learning should start from the youths' experiences, help them "name" and understand things in their own world, and from that understanding develop a more sophisticated understanding of their own lives in a broader socioeconomic context. In this way they can gain a positive identification with their race and class, and develop self-advocacy skills that will help them learn to negotiate difficult situations and gain more control over their lives in the future.

3 Skills and content must be combined. School-alienated youth want to learn basic skills but have developed learning blocks and are frightened and frustrated. By combining skills with interesting and familiar content, these learning blocks can be overcome.

The *Group School* has developed a comprehensive program of academic instruction, voca-

"Students learn through the discussion of student life experiences that many of their problems affect their class as a whole and are not the result of personal deficiencies."

tional training and counseling services. Courses on "working class" history, neighborhood and ethnic identity, sex-role stereotyping help students develop a more realistic picture of the world and their place in it. Adria Steinberg, academic director of the School, underlines the main theme: "Students learn through the discussion of student life experiences that many of their problems affect their class as a whole and are not the result of personal deficiencies. As students develop a more realistic sense of their own abilities, they can begin to take positive steps toward increasing their skills and invest in their own futures." The school has designed vocational courses using the same principles. Students examine the nature of work, the rights of workers, practical issues of how to deal with job discrimination, non-traditional careers, etc.

Group School students are encouraged to apply their newly acquired self-advocacy skills to gain empowerment within the program and at the work site. The program structure involves students at all levels of program operation. Students (and graduates) are involved in planning and hold a majority of positions on all decision-making bodies, including the Board. The entire school community meets weekly to evaluate the program and set new goals. Youth, particularly through the school's leadership training and dramatic arts programs, play a substantive role in dissemination efforts. As part of the Youthwork project, *Group School* students are conducting an advocacy training program for students at several local high schools.

Students in the *Group School's* Youthwork project also apply their advocacy skills directly at their jobs in health services agencies. They are trained to counsel their peer clients and to perform peer-group advocacy roles—encour-



A young woman at the Santa Clara Technical High School in San Jose, California, is learning drafting skills as part of her high school education. The school has been successful in placing students in non-traditional jobs.

aging health service providers to improve the quality and accessibility of their programs to adolescents. Thus, the project trains youth in an unusual role as social change agents.

Project *Become*, an alternative high school in High Point, North Carolina, grew directly out of the public schools' frustration with "disruptive" students. The school is small, with an average of ten students per class, and highly individualized. The school's director, Lillie Jones, believes that constant, individualized attention given to students who have not been successful in traditional classroom settings can reverse entrenched patterns of negative and self-destructive behavior, create more positive self-images, and lead to increased school retention and improved attendance rates.

The entire curriculum of the school is career-oriented. As Ms. Jones puts it, "If the young people knew the reason for schooling and had future goals, they could be taught job skills as well as be taught to want jobs." The school offers a wide range of exploratory and practical skill development courses, including consumer math, time management, competency-based English, job hunting, and vocational simulation experiences. At Career Days throughout the year community people are invited to describe their vocational experiences to the students and to participate in the vocational training program. Some community people offer minicourses to students in their fields of expertise as introductions to options in the world of work.

"Though we individualize and keep a relaxed atmosphere, we emphasize the importance of structure. We're not a babysitting service. We live in a disciplined society. These kids ask for structure and need desperately to be guided."

Most of the students at Project *Become* are black. The school attributes a great deal of their previous failure to "racist assumptions" made by traditional school teachers and administrators. Believing that all students rise or fall to meet the expectations of authorities, the *Become* staff puts strong emphasis on communicating high expectations by setting clear and definite limits. All students are required to take the basic core curriculum of reading, math, social studies, and science. "Students who have been deprived of learning in the past just can't afford to choose electives instead of the basics," emphasizes Ms. Jones.

The *Become* staff believes that students have to learn basic socialization skills and systematically addresses behavior issues with the students. For 45 minutes each day students attend a required "family period" which deals with everything from table manners to gum chewing to anger at teachers. The sessions assist students in understanding the rules of conduct at the school and help them develop alternatives to aggressive behavior. Each student also attends an interpersonal counseling group which is organized to address specific behavior problems common among the students attending.

Ms. Jones sums up the philosophy of the school very succinctly: "Though we individualize and keep a relaxed atmosphere, we emphasize the importance of structure. We're not a babysitting service. We live in a disciplined society. These kids ask for structure and need desperately to be guided."

The *Genesis School* in Kansas City calls itself a comprehensive career development center rather than an alternative high school, but its basic goals are similar. Chronic failure in school institutions can become a self-perpetuating condition that diminishes the individual's sense of personal strength and control. In the appropriate setting, however, these youth

can experience an increase in their feelings of personal efficacy and worth, which leads to increasingly successful work efforts. Like other alternative schools *Genesis* offers three basic components: education, counseling, and vocational preparation.

The program attributes its success to the creation of a "total counseling atmosphere." The young people are encouraged to bring their street identities into the school where they can be directly confronted by their peers and their counselors. If students have severe problems at home, the program is flexible enough to reduce academic pressure and focus on personal needs.

Genesis uses a positive contracting system to integrate situational counseling into the school. For each activity, whether academic or vocational, the student writes a contract with his/her supervisor. The contract is very specific: it spells out the activities to be performed in a given time period and the result that can be expected for accomplishing the goals (e.g., credit toward graduation). The contract is signed by both parties and the time periods are kept short to encourage frequent review.

The associate director, Kathy Bragg, says that students benefit from emulating the staff. Staff members have open relationships with each other and attempt to deal with their own issues directly according to principles taught to students in counseling sessions. "The staff bring their own identities into the school, just as the students are encouraged to do. No one is hiding or lying. Students watch staff members confront each other directly and work through problems to a resolution. This has had a very positive effect on them in their own interpersonal relationships."

Students at *Genesis* are encouraged to take responsibility for themselves. The entire governance system is based on their participation and leadership. Students are organized into

groups with a staff member as advisor. These groups meet twice a week to discuss school and personal issues. Representatives from each of these advisor groups form the Student Board and meet weekly to make decisions about problem situations, school rules, and school activities. The whole student body meets weekly in a community meeting to ratify all decisions. Decisions are made at all levels of policy, from monitoring bathrooms to eliminate smoking to applying to Youthwork for funding.

Self-esteem is hard to build. *Genesis* has found that its students, often much older than their academic skills indicate, have high aspirations and that activities at the local community college often help develop self-confidence and pride. Students are enrolled for academic credit in vocational courses where they have a chance to explore different work areas. They are also encouraged to take academic courses relevant to their vocational interests at the college. Through a special program at the Vocational Technical Center, *Genesis* students meet adult role models who have been successful in non-traditional jobs.

Several other Youthwork-funded projects utilize alternative programming and settings in order to provide alienated young people with job training and basic skills. Each has its own particular flavor. In San Jose, California, 16 and 17 year old drop-outs punch in their time cards every morning at the alternative Santa Clara County Technical High School and experience a daily combination of individualized academic training and vocational skill training. The school continues year-round to promote more rapid academic progress. An "open-ended" entry/exit policy enables each individual to start at an appropriate point in academics and vocational skills. The program, an adaptation of one that has worked for several years with adults, is then tailored to the individual's current competency and interests. The students are treated in much the same way as the adults who have gone through the program—a seriousness of purpose is expected and they are involved in planning their own schedule. The difference is that, by using a technicality in local law, the project has been able to gain accreditation as a secondary school and to legitimize the academic value of its individually tailored work-study approach.

In East Harlem, the Youth Action Program has developed a unique concept for a Leader-

ship School in which politics, community organizing, law and government, peer counseling, public speaking, writing, media skills, and cultural studies constitute the curriculum. In Chicago, the Alternative Schools Network experimented with the development of youth-run businesses (a print shop, a bakery, and a stationery store) as the work component of the work-study program. Using the greater flexibility of release time that alternative schools can



The Santa Clara Technical High School offers individualized academic and vocational training based on each student's interests and level of competency. This student is on his way to becoming an electronic technician.

provide, the program developed entrepreneurial activities which incorporate both useful work experience and needed academic skills. Not only could students gain work-study credit, but the program was able to experiment with the translation of relevant work experience (e.g., doing the company's books) into legitimized academic credit (e.g., business math).

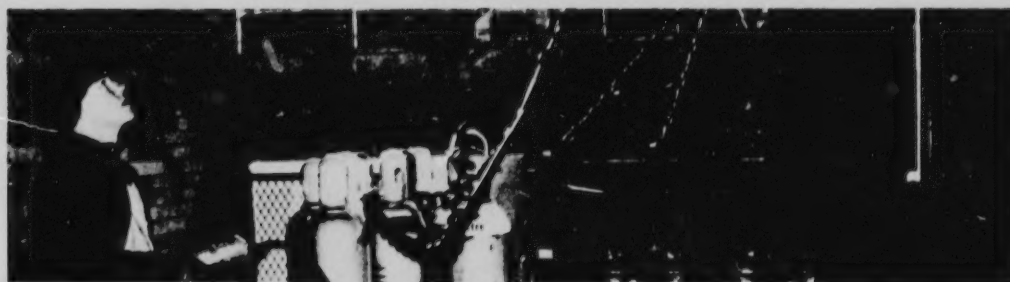
The Energy Training and Education Center (ETEC) in Boston, Massachusetts, has established an alternative school program which combines comprehensive education services with private sector work experience all centered around the energy theme. Along with the traditional academic high school subjects and electives such as psychology, health sciences, and creative writing, an interdisciplinary energy course is offered to all students. It provides a general background in science, economics, and the history of energy. It also reinforces basic reading, writing, and math skills, and offers an opportunity to learn about employment opportunities in the energy field. As in many of the other alternative school programs, individualized academic and work plans are developed to reflect each student's abilities.

Work placements are designed to offer students solid work experience, a regular income, experience to make an informed career decision, and the acquisition of entry-level job skills which will give the student the competitive edge for employment in the energy field. In fact, most students were retained by the companies which employed them during the program.

Other interesting program components include: (1) all students, while attending ETEC full-time, remain enrolled in and receive credits from their home high school; (2) as part of the philosophy of total integration of school and work, the teachers serve as work counselors and the counselors participate in the classroom instruction; (3) students alternate one week of work and one week of school; (4) job pairing has been tried successfully, with two students sharing the same job so that while one is at school, the other is on the job.

While each program tried something different, they all utilize the greater flexibility of the alternative school setting to accomplish two tasks: to draw educationally disaffected and disenfranchised young people back into the educational process and to develop a program that relates the world of work to the world of school much more directly. It is their ability to accomplish these two tasks simultaneously that makes alternative school programs so promising. They all find a way to get young people whose basic reading and mathematic skills have fallen far behind to make a new beginning in a renewed quest for basic skills competence. Finally, they are able to get their students back on the track toward the acquisition of the piece of paper that can make a difference: the elusive diploma.

John Doherty, a student in the Energy Training and Education Center (ETEC), works at the MIT Combustion Research Lab in Cambridge, MA. ETEC combines work experience in energy-related fields with an alternative school program that focuses on energy while offering the full range of high school subjects.



"We want all of our students to be able to pass the competency test, required by North Carolina law for graduation. We want to prepare our juniors so that they can score well on the test this fall.

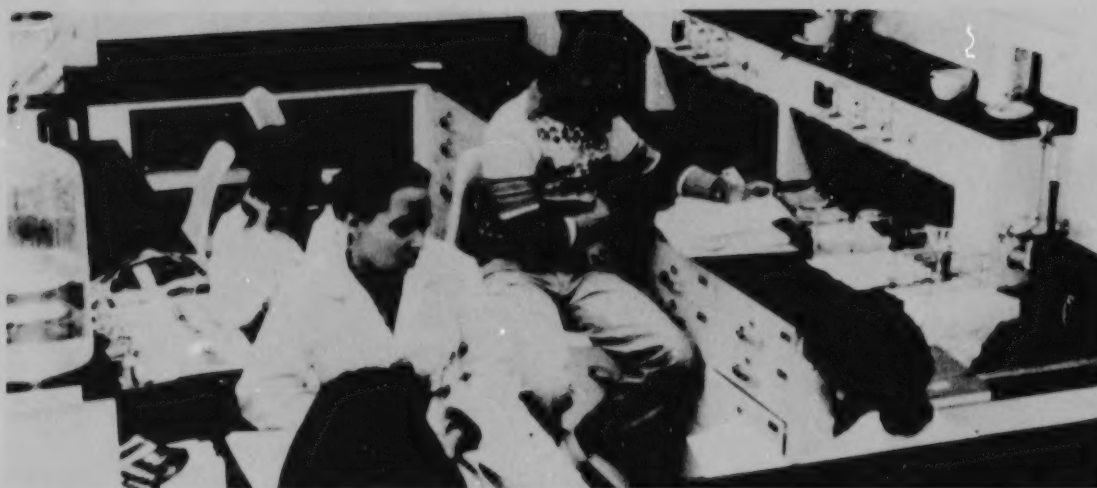
"Competency reading skills cover over thirty different topics. Many of these are difficult: income tax forms, utility bills, maps, application forms, warranties, etc. Fortunately, there are numerous materials on these topics in the reading room. The problem has been in trying to cover these numerous topics as well as other reading skills.

"This summer I developed a diagnostic reading competency test. With this test 10th, 11th, and 12th graders can take brief test units to determine if they have mastered particular skills. The skills that a student shows he has not mastered are the ones he will study in his individualized program. He will not need to do activities on skills he has already mastered. Hopefully, this will allow students to spend their time and energy learning the skills they most need.

"Juniors have already begun their testing. As the tests indicate a weak area, assignments are given to teach that skill. Beginning second semester, all sophomores (10th graders) will begin the same process to prepare them for their tests next fall.

"We wish all of our students good luck on their test this fall. If they use their good abilities and try to do their best, they should have scores of which they can be proud!"

Kitty Winklosky
Reading Teacher
Project Become



A Day at the Cooperative Science Education Program:

In the Institute of Rehabilitation Medicine, a department of the New York University medical school, three Joan of Arc Junior High School students learn how to calculate square roots from a former math teacher now working in the hospital children's ward. She devotes at least one-half hour each day to teaching the students something new. The students, in turn, relate what they have learned to youngsters whom they tutor on the ward. This not only benefits them in their work situation, but at school as well. When these mathematical concepts arise at their school, the students will be ready.

Another student in a room with mentally handicapped children helps a small child to develop muscle coordination and strength as well as to learn grammar, by encouraging her to grasp a pen and write vowels. The student works on a one-to-one basis with the child under adult supervision. The student says that she enjoys her work because it gives her pleasure to help others; however, she feels that she could be more effective if she was able to spend more time with her tutee.

William works in the microbiology laboratory under the directorship of a researcher who is presently studying diabetes by performing experiments on mice. William explains that most of the mice are diabetic, except for the controls. Blood was drawn from the mice of both groups and placed in small test tubes. William put the test tubes in a centrifuge (a machine which spins rapidly) "to separate the liquid part of the blood from the solid part." A drop of blood from each test tube was then placed on a slide and studied under the microscope. William explained that he saw blood cells with nuclei and ones without. The cells without nuclei came from diabetic mice that had had their spleens removed. Often, the spleens of individuals are removed in severe cases of diabetes because they become damaged. William did not draw blood from the animals himself, although he was able to say exactly how it was done. The mice are placed in a container in which ether is injected. The ether causes the mice to become unconscious and makes their eyes bulge. It is then a relatively simple procedure to extract blood from the enlarged veins in the mice's eyes. "Believe it or not," he says, "it is the least painful way." William says that his preceptor promises to allow him to do the extractions in the future.

William enjoys his work. He says that it was a completely new experience for him to work with animals and medical instruments and use a microscope. However, he has decided that he does not want to go into medical research as a career; he prefers to work with people. He feels that his experience was valuable in that he learned about career alternatives even though he hasn't yet chosen the right one for himself.

Many students work with nurses in the nursing program. Two work in the operating room handling supplies. One student runs the new printing machine purchased by the medical school. He was previously assigned to a different department but wanted to learn printing. Instead of going to his assigned post, he would go to the printing department. Eventually, he was taught to run the new machine and now he takes charge of it.

Micky Joseph

CHAPTER FOUR

GETTING COLLEGES INTO THE ACT

"I like the feeling as I walk down the hallways that I am part of the place and really belong."

In thinking about the relationship between school and work, we need to be careful about the ways in which we define school. An educational program with a vocational purpose for young people who are drop-outs, handicapped, special needs students, or academically "unsuccessful" is usually thought of in terms of a secondary educational institution. But some Youthwork-supported programs are demonstrating that post-secondary educational institutions are sometimes in an even better position to provide the services that these young people need.

Florida Junior College at Jacksonville is demonstrating that the resources of a post-secondary institution can be brought to bear on the vocational and educational training needs of a group who are often left out of occupational preparation programs: mentally and physically disabled young people who have already left high school without much immediate prospect for career success.

As described in Chapter 2, the college has devised a way to "exploit" its resources for the benefit of disabled students, tailoring a program that leads progressively from basic skills course work to occupational skills course work to supported on-the-job training. (During the latter phase, the costs of student salaries are shared by the program and the employer.) Since the support systems necessary for successfully mainstreaming disabled students can be costly, several existing sources of funding

are used to provide specialized equipment, personnel (interpreters, notetakers, readers, etc.), and support. These sources include auxiliary aid funds from state legislative appropriations, state vocational educational funds, and college work/study funds.

Stan Carter, the project director, believes that the public community college is in a uniquely advantageous position to respond to the training needs of neglected and disadvantaged populations: "We're community colleges and naturally we're funded by the taxpayer and we're here to serve the community. Community colleges have more flexibility and more money to develop resources, and we have more flexibility than the secondary schools as far as curriculum design is concerned. High school instructors are very limited to what they can do in their classroom, what procedures they can follow without getting some flack from somebody. The fact that community colleges are newer institutions also has lots to do with it. We haven't had a lot of established procedures as far as the classroom is concerned. So for these reasons we're in a better posture to serve these students."

Carter, a strong advocate for mainstreaming, believes that community colleges have a greater motivation to educate disabled students alongside their other students, partly because they don't have the same history of "warehousing" disabled students that the public schools have: "The public schools have a legal responsibility, but let's face it, they've put this responsibility off as long as they possibly could. What they have done is that they have almost made a leper colony of the physically handicapped students. Of course they are justifying it by saying that most of the resources and expertise are concentrated in this particular school. 'Well, why?' is the question I ask. 'How'd they get there in the first place?' So the school says, 'Well what do you want us to do?'

We think we're doing the best we can possibly do with the money we have to work with."

Carter uses the example of the deaf and hearing impaired students to contrast the mainstreaming approach of the college with what these students have previously experienced: "When they first entered the program, they were worried that they could not work in an environment such as this one. They came with the impression that they were going to have special classes, that they would be segregated. And they were very comfortable with that. But when they found out that that was not the way it was going to be, it was necessary to push them to come back. They were scared. When we started putting them in the classrooms with the hearing, they found out that they could get along with the help of an interpreter. When they started realizing that they could be part of the regular classroom, I saw a change in them. I saw that they felt better



"They have a legal responsibility, but let's face it. They've put this responsibility off . . . they have almost made a leper colony of physically handicapped students."

Stan Carter
Florida Junior College

about themselves. They weren't embarrassed in trying to communicate. The hearing kids tried to interact with the deaf kids and have been doing so ever since. I would say that now they don't want to go back to the other way. They are convinced that they have to function in a hearing world, just as those of us in wheelchairs have to function in a walking world and those that can't see have to function in a seeing world. They realize they have to learn the skills of a hearing person."

In New York City, a medical school has cooperated with a public junior high school in a unique arrangement to stimulate student motivation, reinforce basic skills, and develop career awareness. The *Cooperative Science Education Program* serves about 150 typical inner-city 8th and 9th graders per year. The students spend one day per week at the New York University Medical Center, where their time is divided between working with health professionals, and basic laboratory and classroom studies. NYU secures the cooperation of more than 100 preceptors who volunteer to give teaching and supervising time. NYU also provides office, classroom and laboratory space and equipment, lab coats, guest lecturers, and the program director's salary. Under the cooperative arrangement, the school district provides school bus transportation, insurance coverage, and the salary for a full-time certified science teacher.

The focal point of the program is the preceptor component. Participants are placed for half of their day at NYU in preceptorships throughout the Medical Center, where they serve as assistants or aides to volunteer health professionals and paraprofessionals in five general areas: clinical laboratories (x-ray, microbiology), research laboratories (various biomedical experiments), teaching (assisting special education teachers working with handicapped children), administrative (general clerical work), and patient relations (working in clinics with patients). Each assignment consists of a one-to-one training and teaching relationship between a student and an assigned preceptor, who designs an individual project for the student.

Preceptors submit progress reports on students' activities at the end of each semester. As with all program components at NYU, weekly reports are required by each student. The re-

Interpreters provide a key resource to hearing-impaired students at Florida Junior College. Amanda Birdsong (l.) explains here what she appreciates about her favorite teacher:



"I like my keypunch teacher best. She keeps me on my toes a lot - picks, picks, picks at me and keeps me busy. Sometimes she's very demanding, but I like that. When I'm talking and I start sort of socializing with my friends, she gets mad at me and tells me to get back to work."

ports are utilized by the staff for grading and as a means of evaluating and reinforcing writing skills. The reports are corrected for style, accuracy in scientific observations, clarity, grammar, and spelling. Designed to motivate students at an early age, the preceptor component exposes them to the wide range of health and science careers as possibilities for future study and employment.

From the students' point of view, it obviously has the desired effects. "I didn't think they would let us work with such sophisticated ex-

pensive equipment," an eighth grader named Larry remarked at a student meeting. "If I trip, I can break a thousand dollar piece of equipment," another said. "They treat you like one of the staff, like a young adult," Suzanna observed. "The program gives us greater respect for people and what they do. I realized that people really work," Isabel added. "I like the feeling as I walk down the hallways that I am a part of the place and really belong." "We are special to the hospital or they wouldn't spend as much time with us."

The students spend the other part of their day at NYU in a laboratory program and at science-related lectures which, in combination with the preceptorship assignments, serve to replace the school science curriculum. The laboratory program requires students to investigate and solve basic scientific problems in a professional atmosphere.

First semester activities include the completion of laboratory manuals, carefully worked out by the science teacher, which contain exercises and experiments in basic botany, bacteriology, protozoology, anatomy, and chemistry. Students are required to learn proper laboratory procedures, the use of sophisticated laboratory equipment, and the concepts and techniques required for the completion of the laboratory manuals. The initial orientation period includes a mini-course on "writing proper laboratory reports," which are weekly requirements. Emphasis is placed on the recording of data, procedures followed, conclusions based on results, and materials utilized.

Second semester laboratory activities center around the development of an individual science project. Students are encouraged to incorporate scientific concepts and techniques which they acquired from their preceptorships, lecture courses, and laboratory assignments into one original individualized science project. Peter, a recent program graduate now in high school, thinks the high expectations of the program pay off: "There are not many adults that think teenage people can do things. This program has given these teenagers a chance to show them that they're responsible, that there are still some teenagers that can do some things as well as an adult—not as well, but pretty good. Even if you're not interested in a medical career, that program can really straighten you out. Because I worked with doctors and scientists and around them, I knew I had to act the way I'm supposed to act—a little mature. My temper has cooled down, and now people like the way I am."

The lecture series is also demanding, including "mini-course" topics in human anatomy, nutrition, bacteriology, cell theory, human sexuality, first aid, and chemistry. The lectures seek to unify the work experiences and learning experiences by bridging the gap between preceptor assignments and studies in the laboratory. Although emphasis is on the

"In school everything came easy to me, but here you have to hit those books. Up at school, you could just get by, but down here you have to come up to the level of New York University."

Julie Davis Recent Graduate

content of the academic subjects, notetaking and test taking skills, career guidance and counseling, and a variety of tours and films are also integrated into the lecture strand. As a culminating activity, the program sponsors a science fair at the end of each school year.

There are a host of ways in which this kind of program is specific to a post-secondary environment. As Julie Davis, a recent program graduate, pointed out: "I had the opportunity to study areas in science, such as bacteriology, using an oil immersion microscope, using a microtome to make slides, dissecting sharks for anatomy, and testing plant hormones for botany experiments. I'm sure that I would never have been able to experience this and more if I had been in a regular science class in the junior high school." Or, as another student told a reporter from the *Daily News*: "In school everything came easy to me, but here you have to hit those books. Up at school, you could just get by, but down here you have to come up to the level of New York University."

Community colleges have also sponsored employment and training projects for non-handicapped, disadvantaged students, with interesting results. For example, under an earlier Youthwork-supported grant, Somerset Junior College in Kentucky sponsored a program to demonstrate that work experience could be substituted for academic work. A total of 122 students were involved in the program, which began the second semester of the 1978-79 school year and ended in August 1980. One-third of the students were from Somerset Junior College and 2/3 were high school students.

(O'Leary Meece, former director of the project, believes that the reason for so many high school students being involved is that the high schools are more open to allowing on-the-job training to substitute for course work in a classroom. On the other hand, post-secondary institutions are more willing to allow that to happen.)

Students were referred by guidance counselors. When an academic area was identified, the teacher of that course was approached to see if he or she would be willing to allow the student to earn academic credit for the course at a work site. If so, a learning contract was drawn up stipulating what the student needed to learn and how that learning would be tested at the end of the semester.

At the college, eight academic subjects were identified for the work-study placements. By the end of the program, the number had doubled to 16, demonstrating, according to Meece, that college teachers had become more open to the concept of substituting work for classroom study. In high school, 11 subjects were included at the beginning of the program; it rose to 14 by the end of the program. Students who had participated in the project scored as well or better on their final exams as those who had never left the classroom.

"Of course, this isn't anything new," claims Meece. "This is actually the original system of education. This is the way people learned before there was ever any such thing as college."

Some of the college subjects included in the project were: English, Sociology, American History, Public Speaking, Medical Terminology, Typing, Business Office Procedures, Psychology, Marriage and the Family, and Speed Reading.

Examples of the types of placements: Four public speaking students were placed in radio and TV stations. Some of the students produced a radio program. Another student worked at the police station, dispatching police cars and ambulances.

Each week, students spent 17 hours at their work station, three hours meeting with their Learning Coordinator, and 10 hours in school for their other academic subjects. The students were paid minimum wage for the hours they worked. For some of the students in this rural

Appalachian coal mining area, the wages constituted an important inducement to completing needed academic credentials.

In another rural area, a four-year college is experimenting with the adaptation of its resources to the needs of non-traditional students. The Demonstration Project for Training Rural High Risk Youth for Employment in Biomedical and Science Related Careers at Mississippi Industrial College capitalizes on the Biomedical Program that is already in operation at the college's Science Department. The 18-month demonstration project is divided into two components. In the first, twenty youth, 16 to 21 years old attend the program full-time. They are high school drop-outs—mostly unwed mothers and ex-offenders—"those who need a second chance," explains Christine Ratcliff, Administrative Assistant for the Program. These are the groups who need individualized instruction and special services that are not generally available in the high schools.

The first component of the program focuses on four areas of study: 1) Biology and the General Sciences (including types of instruments, their use and care, and the care of animals used in research); 2) Communications (vocabulary, writing, speaking correctly); 3) Math; and 4) Personal Development (self-advocacy, job development, job seeking, self-awareness, career exploration). In May of 1981, these students will begin their research lab training program, where they will be placed in a lab to assist a researcher. The researcher will also act as a mentor to the young people in the program.

In the second component, 20 high school youth, 14 and 15 years old, attend the program after school to study Biology and research. In May, after the schools close, they will attend the project full time studying in the same four study areas as the first group, and also work in a research lab. The students from the first group will serve as mentors for the younger "junior scientists." This aspect of the project uses the Mentor Model, originally established by the Science Department at Mississippi Industrial College under a grant from the National Science Foundation. It is now used throughout the campus.

"We found that this is a way of life in this area, that the older ones tend to lead the younger ones through certain aspects of their particular lives," says Christine Ratcliff. "They seem to model after their older brothers or older sisters, somebody in their particular communities. So we decided it was a good idea and we would demonstrate with it to see if it would work. Right now we're in the process of seeing if it will."

One objective of the program is to encourage and prepare non-high school graduates to take and pass the GED exams. The communications teacher and the counselor work with the students. The resources of the College are also available; for example, tutoring is available through the Special Services Program. Project staff will help place high school graduates in jobs or in programs where they can pursue further education. For those who wish to continue, the program prepares them to become lab technicians. The College has ties with the University of Tennessee which also has such a program.

The program, which began in August 1980, is already showing signs of having a positive effect on the students. "What's really most impressive is that most of the drop-outs have been out of school quite some time, and they are really getting into the swing of being in the classroom," observed Ratcliff. "They have a student discipline committee. They have presented an assembly program for the entire college campus and they did a very good job of it."

For this assembly, the students brought in a speaker to discuss "Federal Programs in the 80's." Then they presented a skit on the right and wrong way to interview for a job. After the program, they wrote it up and sent it to the local newspapers, which published it.

This project is an impressive example of what a college can do when it has a total commitment to the education of youth. All the college resources are available to meet their particular needs—the Special Services Program offers tutoring, the Science Department has developed the syllabus which the students fol-



Kaiser Industry's "Success on the Move" project asked the University of California at Berkeley to provide curriculum and educational support. Here student Melody Greenidge outwits a university computer in a game of "giant."

"We found that this is a way of life in this area, that the older ones tend to lead the younger ones through certain aspects of their . . . lives. So we decided we would demonstrate with it to see if it would work."

Christine Ratcliff
Mississippi Industrial College

low, and the Director of the Program, Dr. Roy Deberry, is also Dean of Academic and Student Affairs.

"The history of our College has been to provide opportunities for black and disadvantaged students," is how Ratcliff explains it. "It's just one of those things—we're committed to helping in any way that we can."

In Atlanta, a public four-year college is experimenting with the adaptation of its resources to the needs of inner-city youngsters. Georgia State University has developed a degree program at its College of Urban Life designed to make the University accessible to populations which would ordinarily be excluded, such as low-income youth, youth with special employment problems, and minority youth. Project EXCEL—Exemplary Collegiate Experiential Learning—is an 18-month program leading to an Associate of Science Degree in Urban Life. The project offers a complete package of services: special recruitment efforts and admissions procedures, educational assessment, counseling, paid work experience, academic credit for work experience, and follow-up services.

The students are between the ages of 16 and 21; they are either high school graduates or have a GED. Their tuition and books are paid for by the program. Three separate categories of admissions have been established for these students:

1. No problems expected. These students will attend the regular courses at the College of Urban Life:

2. Additional instruction necessary in one of the following areas: reading, math, or English. These students will attend a combination of Developmental Study Courses (non-credited) and regular college courses.

3. Need instruction in all three areas. These students are admitted as Developmental Study students. They will take only developmental study courses until they have satisfactorily reached proficiency in one or more of the subjects. Then they are placed in category.

The curriculum combines classroom activity, field work and counseling into a total learning experience for students. For an Associate Degree in Urban Life, students must meet requirements in the Humanities, Natural Science, Social Science and Urban Life. These credits are all transferable to a 4-year program. The Urban Life courses are designed to help students develop work-related skills, integrate the concepts of work and learning, adjust to the University environment, gather data, analyze and solve problems. The field experience is linked to the courses in Urban Life, and this is the key aspect of the program. Students also receive academic credit for skills or competencies gained at the worksite. This competency-based model can be adapted to a variety of academic programs and target populations.

The program design also includes a counseling unit which serves as the center of all project activities. It is a reference and referral source for students and staff. The project operates on the principle that providing services to the student population is a major concern. The counseling unit provides services geared to addressing self-awareness, career development and academic performance. Students spend a minimum of 5 hours a week in personal contact with the counselor during the first quarter of enrollment.

In the original program design, students began their field placement in the first quarter of enrollment; now field placement is delayed for one quarter to allow students to adjust to the University environment. Transitional services have been substituted. These include individual and structured group counseling, career exploration, tutoring, career and study



In the Cooperative Science Education Program, students from Joan of Arc Junior High School spend one day each weekend at NYU Medical Center. Their day is divided into three parts: a science course in the laboratory; a work placement under the supervision of a "preceptor"; and lectures on a wide variety of topics to bridge the gap between work and study.

skills workshops, worksite visits and work activities with various faculty and supervisors in the College.

The career counseling resources of community colleges have also proved helpful in programs sponsored by other agencies. For example, as part of their career counseling component, students in the TEEN program at the Center for Employment in San Jose, California attend a community college for one semester so they can see first-hand what college is like and what it has to offer them. The Community Based Education project in Des Moines, Iowa and Progress with Partners in Alton, Illinois have both linked with their community colleges to use their career counseling facilities to provide their students with more sophisticated career guidance and counseling than they could receive at the high school. For example, the CBE students use the career cubicles at Des Moines Community College to get hands-on experience in various types of careers—

photography, printing, and medicine. The programs also use peer counselors at the community college to show project participants around the campus and tell them about college life in a way no guidance counselor could.

Two colleges on opposite coasts have also been involved in curriculum development and instruction in a unique school-work combination program designed to give students opportunities to experience work with private employers while learning skills that make success on the job more likely. In Oakland, the University of California at Berkeley has provided the educational resources to back up a program called *Success on the MOVE* which was initiated and sponsored by Kaiser Aluminum in Richmond, the Virginia Commonwealth University has played a similar role in an adaptation of the Oakland program called *New Horizons*, sponsored by the local Private Industry Council. These two programs, which are described more fully in Chapter 10, (Replicating Good

Ideast, utilize the resources of these post-secondary institutions to provide the educational component which focuses on developing the basic skills and attitudes required to get and keep a job.

The variety of resources available through the various kinds of post-secondary institutions which are participating in the national demonstration are perhaps the best justification for their inclusion in such an experiment: they add an extra dimension to what can be tried and what can be learned. They also help to raise the question of some of the

natural or historical limitations of public secondary institutions as the main instruments of work education projects. In many ways, it appears easier to link post-secondary schools with work in a realistic, cooperative way than to overcome the barriers that have grown up, for example, in secondary career guidance systems. The public community college seems an especially interesting alternative in a variety of circumstances, because as we have seen, a number of different kinds of post-secondary institutions may have resources especially relevant to the needs of particular populations.

Institute of Rehabilitation Medicine

Paul DiLorenzo, 19, is a high school student interested in an accounting career. Paul is physically handicapped. At the New York University Institute for Rehabilitative Medicine (IRM), Paul is learning how to find and keep a job. The transportation he needs to take advantage of the training and the job is also being provided.

At IRM, Paul and others like him learn job interview techniques, including how to dress, speak clearly, answer questions completely and ask questions about the job and workplace. A handicapped person must know about the physical environment of the workplace: Are the shelves too high to reach from a wheelchair? What width are the doorways? Can the job be done sitting down? Will stairs prevent necessary access? Can toilet facilities be accessed and used?

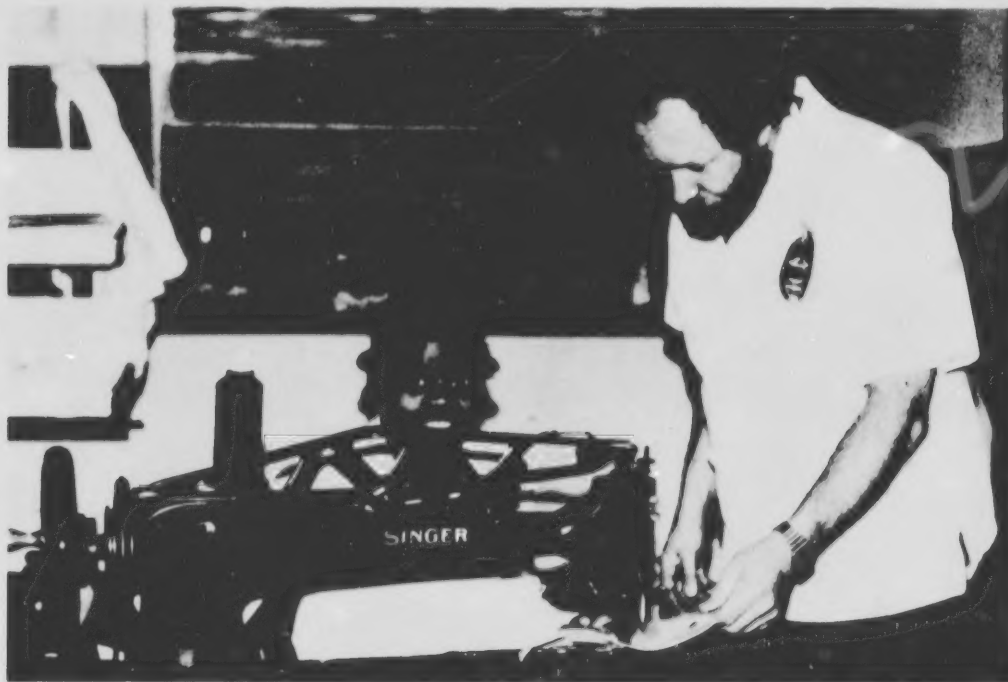
The young people, ranging in age from 16 to 21, share experiences in preparation for interviews. They videotape practice sessions and offer helpful criticism. Staff concedes that the students are wonderfully attuned to one another's specific needs. The teenagers observe speech patterns and gestures which may detract from a positive interview.

Paul also helps evaluate and train students arriving at IRM for the first time. Paul encourages Ellen who is doing exercises in numerical and alphabetical filing. "Break each batch into small parts and when you finish, then check it."

The program helps Paul and others discover patterns of positive activity, to pull experiences together to see which will help in their job search.

The Board of Directors at IRM who are involved in private industry serve as a job and training resource. Paul was very nervous before his interview with this placement committee but believes he answered their questions and "did my thing." Paul is looking forward to a job while continuing to help other physically handicapped teenagers like himself develop the skills and confidence needed to work.

The Community Based Education Project in Des Moines placed students in private sector jobs. Here a student receives instruction from her supervisor at Iowa Orthotics Corporation.



Working in an Office at One World Trade Center:

"I work at One World Trade Center in New York City. I file, distribute and copy mail, go on several deliveries, work in their library and with the typing computer.

"I am pleased to have learned the dependence that the other workers have for me, even though I am much younger than any one there.

"I work with every one in the office from time to time, such as attorneys, technical advisers and secretaries.

"Just to see the amount of paper that has to be filed gives me an instant headache. There's a whole room filled with cabinets just for filing."

Kathy Caban
EPIC

CHAPTER FIVE

ENHANCING PRIVATE SECTOR INVOLVEMENT

One of Youthwork's primary goals has been to stimulate the development of more effective ways of involving private business in school-work programs for young people from low income families. A number of Youthwork-supported projects have ended up experimenting with methods to enhance private sector involvement in these kinds of programs. Some have come up with interesting ideas for approaching the private sector, for getting a foot in the door. Others have developed better ways to support students and employers once the door has been opened. Still others have experimented with methods of involving people from the private sector in specific program activities.

Along the way, the staff members involved in operating these programs have refined their techniques and tried to distill the lessons they have learned from their experiences. What follows are some of the lessons that have proved to be most important.

Approaching the Private Sector.

"You can't approach private industry with a social service attitude," claims Kathy Bragg, Associate Director of the *Genesis School* in Kansas City, expressing the sentiment of project directors around the country. If you want to interest and involve the private, for-profit sector, you have to speak to them in their own language. The vocabulary includes terms like profits, cost effectiveness, benefits and productivity.

The approaches vary from program to program, but the message is the same: employing youth makes good business sense. And the way to prove that is to translate the business sense into dollars and cents. "People in business shouldn't have to pay for charity. But they will pay for competency, dependability, accuracy," asserts Marianne Roche, Philadelphia Director of Operations for AHEDD, the *Association for the Habilitation and Employment of the Developmentally Disabled*.

"Part of the problem . . . is going right to the top. It's best to ask, 'Who do you know? Who's on the Board of the Chamber of Commerce? Who knows these people?' Don't just go to the Chamber . . . President. Have someone pave the way."

Kathy Bragg
Genesis

Many programs begin by researching the businesses in their area, as well as the demographics of their community. They learn what companies need, the population of the area, the labor market, income levels, etc. The most often cited sources for developing a resource list of businesses are the telephone directory, the Chamber of Commerce, local unions, business and professional associations, and personal contacts—the "Who do you know in business?" approach.

"Part of the problem of approaching private business is going right to the top," believes Kathy Bragg of *Genesis*, an alternative school for high-risk youth. "It's best to ask, 'Who do you know? Who's on the board of the Chamber of Commerce? Who knows these people?' Don't just go to the Chamber of Commerce President. Have someone pave the way."

The *Community Based Education* program in Des Moines, Iowa, mailed a questionnaire to members of the Chamber of Commerce to see

if member businesses would participate in their program. In the *Farm Workers Youth Employment and Training Program* in Sodus, New York, a job developer identified prospective employers by going through the telephone book and then interviewing company personnel about their needs. Many projects have found they need a staff person with sales skills or public relations ability, as well as business savvy. This person carries a title such as job developer, business coordinator, or employment consultant. Whatever the title, this person's skills in communicating with businesses are crucial.

"It's a sales job," says Jose Palomo, Director of *Realistic Work and Training for Youth* in Visalia, California. "Being a job developer requires different skills than being a conventional counselor. It's a difficult job for counselors because they don't know sales."

The *Genesis* program in Kansas City employs a business coordinator, while *Success on the Move* in Oakland, California, hired an employment consultant to develop jobs. The *Success on the Move* program is unusual because it is a private industry—Kaiser Aluminum and Chemical Corporation—that is approaching the private sector. The program grew out of a public/private partnership established in Oakland in 1978 called Adopt-a-School. Kaiser "adopted" Oakland High School and *Success on the Move* is one of the programs they developed and sponsored for Oakland High School students. Kaiser placed these students within the company and also in more than 50 businesses in the retail, trade, manufacturing, service and recreational areas. They developed their initial sources through the telephone directory, the Chamber of Commerce, local unions and the Bar Association.

While many programs encourage their students to find their own employment, some require it as part of the student's learning experience. In the *EPIC* program—*Education Through Private Industry Cooperation*—high school juniors from the South Bronx and Queens were their own job developers. Working in pairs they canvassed their neighborhoods for 10 weeks in the fall of 1979, interviewing potential employers. The students were carefully prepared in advance through orientation sessions which covered how to approach employers, problems they might en-

counter, and how to deal with them. The outreach was conducted in three stages: first, in the immediate neighborhood, talking to owners of local grocery and hardware stores, gas stations, and business offices; second, in the borough-at-large; and finally, into corporate Manhattan, in visits arranged by EPIC staff. For most of these students, this was their first exposure to the business world. They persisted in their outreach task, even in the face of rejection. As a result, they not only gained practical, valuable information about the local job market, they also identified 500 jobs, enlisted 150 business volunteers as classroom speakers, and located 250 employers who would host student visits.

The need for good public relations and sales skills—especially when first approaching the private sector—was acknowledged by most, but the *Community Based Education* (CBE) project in Des Moines developed a particularly high-powered approach. CBE engaged a professional advertising agency to prepare brochures on the program and develop a slide show. "The slide show was an essential selling element during the presentation at the businesses," says Jane Baker, Project Manager. Though CBE spent a sizable amount on public relations and promotion the first year, the sum has decreased each year. This year, their third year, they have no public relations expenses.

CBE also sponsors an Annual Employers' Recognition Banquet as an end of the year wrap-up. Employers, students, families, and school personnel are invited and awards are given out to both employers and students for outstanding involvement and achievement during the year. It's costly, admits Baker, but very good publicity for the program. This year, the Private Industry Council (PIC), is paying for the expenses.

The Farm Workers Program in rural Sodus, New York, used a somewhat different approach. In order to get good rural work placements, they had to be informal. Hard sell wouldn't work, says Kathleen Kane, Director of the Project. With these small rural businesses, it was more important not to be intimidating or imposing.

Incentives are an ideal way to capture the interest of business. The CBE program subsidizes their students' employment 100% for the

Can you remember when you were 16 years old?

You probably had a lot of questions and wondered where you fit into the scheme of things. High school days are remembered as fun times by many, but when you really think back, you'll remember there were some hard times, too. You didn't have any idea where you would end up but everyone kept saying you had to have a good education to get there. You probably didn't have a very good idea what holding a job was all about or how to budget money, or run a business. Getting through high school is almost a necessity in today's society. If you don't make it, you'll have a hard time finding *any* job you like.

Some young people need an opportunity to interact with adults to help them develop communication skills. A few people here in Des Moines saw a need for developing these opportunities to help sophomore high school students learn about the business world and life in general. Through the Des Moines Public Schools, the Central Iowa Regional Association of Local Governments, and the Greater Des Moines Chamber of Commerce, a program was developed to expand the horizons of students with the help of local businesses.

Most people agree that schools should teach students to read and write, but also prepare them to be useful and informed citizens. We'd like to tell you about a new program that is designed to help sophomores learn about the real world and expand their high school education beyond the three R's. *Community Based Education*, or CBE, is just what it says: education based in the community. By combining good basic skills development with a few hours working in local businesses, students will be better prepared to make the school-to-work transition, and have a better chance to succeed in life.

Since *Community Based Education* is a demonstration project which may be set up in many cities, it is being closely monitored to evaluate its overall effectiveness. It represents an opportunity for the businesses of Des Moines to assist in educating students, while bringing education and training closer to their needs. Since most students will eventually be employed in the private sector, this gives them the unique opportunity to experience real-life job situations.

But we need *your* help to make the program a total success. There are students wanting to work and learn, but more jobs are needed to offer them varied experiences. If you are a local employer—large or small—we would like to talk to you about the program and positions that might be available in your business.

Excerpt from the
Community Based Education
Slide Show Narration
Des Moines, Iowa

first part of the training. At the end of the 6 weeks, the employer may extend the student's participation through an on-the-job training contract. The employer then pays 50-100% of the wages. CBE has also used the Department of Labor's Targeted Jobs Tax Credit as an incentive. Private businesses can receive a tax credit if they assume 100% of a student's wages. An additional motivating factor here is that there is very little paperwork involved—only one sheet per student in the targeted jobs program.

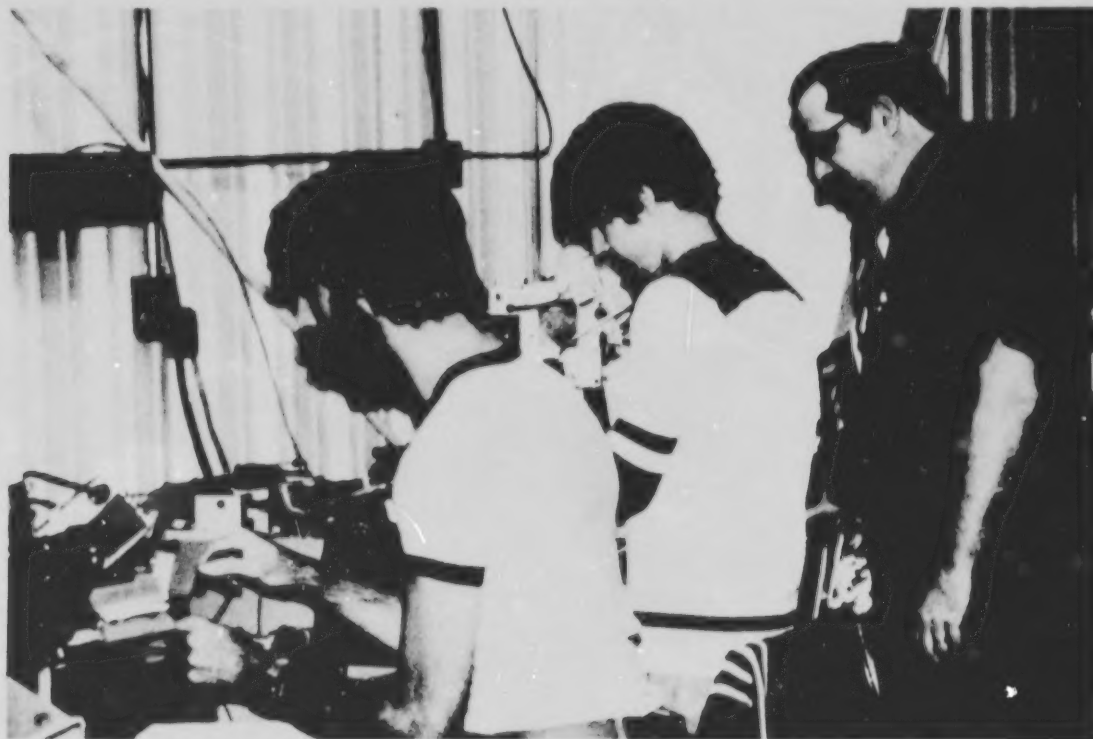
The *AHEDD* program in Lemoyne, Pennsylvania, places retarded and developmentally disabled youths and adults in private industry. They interested industry by offering them reduced risks and increased benefits for their involvement. Before any program participant is placed on the job, *AHEDD* sends a staff member to the company for 2 or 3 weeks to learn the job. This staff member, who is a trained counselor, becomes a full-time, on-the-job trainer to teach and supervise *AHEDD* partici-

pants. In addition, the trainer works closely with the line supervisor to help deal with troubled workers and is available as a resource to the company on these issues.

"The main purpose of business is profit and production, not rehabilitation," says Rocco Cambria, Vice President of *AHEDD*. "But industry is already realizing that they have to be concerned with social problems. Many have hired psychologists and psychiatrists and have developed troubled worker programs. It increases production to have trained people who can deal with personal problems like alcoholism."

The *AHEDD* trainer acts in that capacity for the company, and since his salary is paid by *AHEDD*, Cambria makes the point that they are offering industry increased benefits at no cost.

Some programs have been most successful starting with a few private sector contacts and expanding through the recommendations they



Participants in *AHEDD*'S on-the-job Work Station in Industry program receive close supervision upon first entering the work site.

receive from these successful experiences. The *Farm Workers Youth Employment and Training Program* in Sodus developed a few work sites, and these employers spread the word to others. The YES (Youth Employment in the Suburbs) project of the *Learning Ventures* program in Hartford, Connecticut, placed disadvantaged, inner-city youth in jobs at the largest suburban shopping mall in the Hartford area. They collaborated first with those businesses which were most receptive to the project. Those people were instrumental in influencing other businesses to become involved. Ultimately, the best calling card is the reputation of being a successful program.

Strategies for Success.

Getting your foot in the private sector's door is only the first step. The follow-up steps for success involve developing a support system for both students and employers, and understanding how businesses operate and what their needs are.

In the Hartford, Connecticut, YES project, staff spent a considerable amount of time at the shopping mall with the employers sensitizing them to dealing with disadvantaged, minority youth and solving problems as they arose. "The staff must be a felt presence with the employers as well as the students," advises Jackie Danzberger, Coordinator of the Department of Training and Development for the Hartford Public Schools. The students worked at the mall until closing time, 9:30 p.m. Project staff were available for consultation during those hours both on-call at the project office and also on-site at the mall. "It meant our staff was working crazy hours, but it was worth it," says Danzberger.

EPIC in New York City cited its telephone as a critical support component. Because the school switchboards close early, each high school involved in the program had its own telephone line installed so that employers and students could call in while on the job.

AHEDD employs a full-time staff member at the business site as a support to the project participants and as a resource to the company. Rocco Cambria, Vice-President of AHEDD, further stresses the importance of understanding business principles and the problems that management faces. An essential element of their success has been their ability to combine

their rehabilitative services with a fundamental and practical knowledge of how the industry they are in operates and what the issues are. Cambria underlines this point with an example:

A young man who had cerebral palsy and was deaf had successfully participated in the program at the W.R. Grace Company. He was very motivated to work and had learned to operate 70% of the machines in his division. The question was: Would W.R. Grace hire him as a permanent employee? The Personnel Department favored it, but met opposition from the manufacturing division, which disagreed, stating it could not change its policies regarding rotation on the machinery. One solution to the impasse was to take the issue above these two departments and appeal to management to resolve the issue. However, this idea was rejected because management was grappling with other issues and this represented yet another problem for them to address. The result: the individual left W.R. Grace, but he took with him an outstanding letter of recommendation from the company. The following week he had a new job at another industry. The AHEDD program at W.R. Grace continues successfully.

Establishing a rapport with key people is crucial. "A significant factor in the success of the AHEDD program is the relationship between the program's trainer and the line supervisor at the industry," says Rocco Cambria. Jane Baker, Coordinator of the *Community Based Education Program* in Des Moines, Iowa, has degrees in both business and education, which gives her credibility in both sectors. But even more important, says Baker, her office is located in the Chamber of Commerce; therefore, the business community sees her as a business person.

"The staff must be a felt presence with the employers as well as the students."

Jackie Danzberger
Hartford Public Schools



In the Success on the Move program in Oakland, Kaiser Aluminum and Chemical Corporation provides work experiences for some students and places others in local private companies.

Involving the Private Sector in Program Activities.

For a considerable proportion of the businesses which employ youth, involvement doesn't stop at hiring. The private sector supports the educational process by serving on advisory boards; hosting on-site visits; contributing money, supplies, and machinery; sending representatives to speak to students at school; and designing and participating in workshops.

The *TEEN* program in San Jose has a large and active Industrial Advisory Board which meets monthly to offer advice, consultation and assistance to ensure that the program is relevant and effective. This includes reviewing the curriculum and technical training equipment to make sure they are up-to-date and comply with industrial standards. The Industrial Advisory Board has also been particularly

"I was just going to graduate and get whatever job I could get. But now I know that I don't want just anything—I even know what I *DO* want."

Gloria Aguirre

Senior, Woodlake High School
Self-Help Training and
Employment, Inc.
Visalia, CA

"I don't mind the taxes that go for this. I think it's a great program. It gives the kids an opportunity to see what kind of job they do want."

Bob Whited

Owner, Auto Repair Shop
Woodlake, CA

effective in helping students prepare themselves for jobs by holding workshops and mock interviews and then evaluating the student's performance.

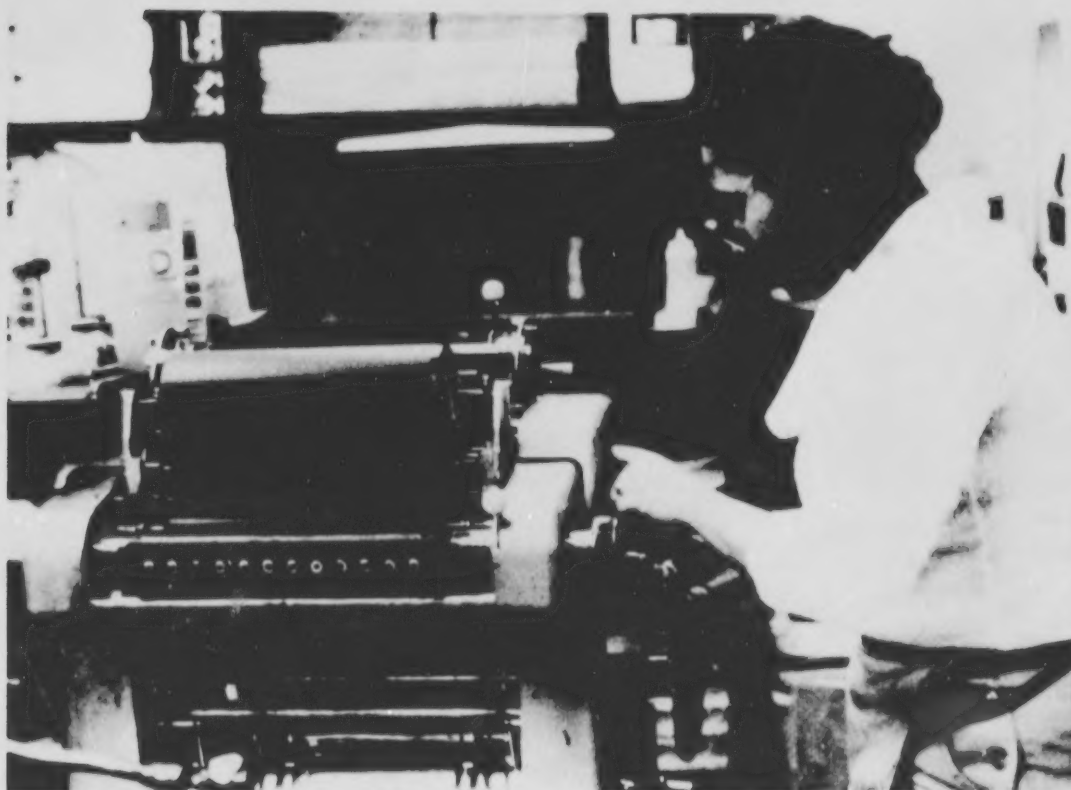
At *Realistic Work and Training for Youth* in Visalia, California, a group composed of school administrators, private employers, CETA officials and students was organized to develop an academic credit system and to deal with assorted program issues. The group meets once every three months, and project staff emphasize the importance of each individual's involvement through letters, phone calls, and personal visits to members. Even though all the major issues have now been resolved, the group recently voted to continue its quarterly meetings.

EPIC in New York City uses private businesses in its "Fifth Day" activities. During the second semester of school, students work on

job sites they identified in the first semester during their job development in the community. They are on the job four afternoons per week. On the "fifth day" they attend workshops to supplement their work experience. The private sector participates by providing guest lecturers or hosting groups of students for on-site visits.

Private sector involvement can clearly take many different forms. In the Youthwork-supported projects which have been successful in enhancing private sector involvement,

one key element appears to be a businesslike attitude and approach on the part of the project. It is not so much the value of the project to the profit picture *or* to the company's image that seems to make the difference, as the ability of the project to communicate a hard-headed and businesslike approach to its own tasks, a capacity to follow through, and an understanding of what tasks the businesspeople can be asked to do. Under these conditions, private business will often participate, and disadvantaged young people will be able to get a taste of the real world of work.



A student at the Community Based Education Project in Des Moines gets first-hand experience running the machinery at a local print shop.

"Today is a crazy day. It is rainy and my sinus is trying to mess up on me and I got drafted to do a news report on next Wednesday. I am going to try my best. We did an English work sheet this morning and the first ten was hard for me because when I talk, most of my negative words are 'ain't' and the middle was hard because I have the habit of saying 'should of' and 'could of' but I say 'would had.' I got one of my favorite magazines this morning; Newsweek. They give you more news and complete news that a newspaper will not give you. Plus the magazine gives you color pictures and bigger print. Today was the first I ever decided to eat on my break. I hope what I ate did not mess up my diet. My diet is crazy; the less I eat, the more weight I gain. The budget worksheet we had was kind of easy. I just made one mistake. I did the bus far for going to school rather than to work and back home. I guess you call that not following directions. The percentage was kind of easy, I got all of mine right. Before last week, I did not understand percentages. I found a friend of mine's old math book and I had been using that to learn how to use percentages, because I thought I might need it for the test we was taking but I did not need it. So that's why it was still fresh in my head. I almost missed the bus which I ride to work that gets me there before twelve. I ran a block and caught it. I worked in the supervisor's office again, straightening up papers and filing. I also worked with the computer and did some xeroxing and filing EKG to go to the floor. I collected the mail and I put EEG and EXG's into the doctor's boxes. I went into the medical building to Dr. Smith's office to collect some EEG's that needed to be typed. I did something today that I have not done at home too often. It was vacuum the supervisor's office. He did not ask me to do it. I volunteered. The last thing I did was making index cards for the book copies which needed to be filed."

Student Journal
New Horizons

CHAPTER SIX

GETTING GOOD WORK PLACEMENTS

The bottom line in employment and training programs is jobs—getting and keeping them. While not all youth employment projects are intended to lead directly to job placements, many try to find temporary job placements as a part of the program, or to place at least some of their graduates in long-term jobs. Other methods of giving young people a sense of work—simulated work experiences, pre-vocational training, job readiness training—lack the clear, hard reality of the real work place. For many young people, the most sensible place to learn to work is at work, and the most direct path to employability is through the experience of work.

However, not just any work experience will accomplish this goal. Young people need the kind of employment that will build competencies and good habits. They need work that will contribute to the structure of their lives in a productive way, where they can see a concrete link between effort and outcome. They also need jobs where social skills are learned through teamwork. A good work setting is one place where some young people can get what they can't get in other parts of their lives: clear expectations, firm performance standards, and serious adult support and supervision.

A number of Youthwork-funded projects have been successful in arranging good work placements, either as part of a work-study program or as the final step in the training process. These programs have been especially effective in teaching youths how to get jobs, getting jobs for them, and most importantly, directly placing them in the world of work.

New York City's EPIC (Education Through Private Industry Cooperation) program finds work placements for on-the-job training and permanent employment. An educational service linking New York City schools and the business world, EPIC matches the career exploration needs of youth with private sector re-

"It made me see that I can make it. I never thought I could before. I always thought I'd be on the outside."

sources, while increasing community awareness of youth needs. Now in its second year, EPIC is operating in three New York City schools and involves 180 students each year.

The program operates in two phases: Community Outreach and Work Experience. During the first phase, in the fall semester of the school year, students are taught how to conduct an economic survey of their community and how to find jobs. They then map out geographic areas and canvass the business community. Students interview hundreds of employers about their businesses and record what they learn on an EPIC questionnaire. According to Gerard Gold, a spokesman for the National Institute for Work and Learning: "This activity helps students to become familiar with the economic diversity of their neighborhoods, identify their career interests, consider a variety of career options, and develop contacts (or 'partners') in the private sector who are willing to guide EPIC students in their efforts by hiring a youth participant to work in their business after school."

Students visit sites in teams. Student Karen Miller describes the experience: "A group of (us) went on a trip to Loehmann's Department Store to see a Mr. Zalberth. He started talking about his job and how the store operates. He is a very nice man and he knows what he is talking about. We asked him many questions about his work and about the cost of clothes. I

learned something from this trip." Students visit sites such as the New York Times, WPIX Radio, Honeywell Computers, Chemical Bank, New York Stock Exchange, McGraw-Hill, Essence Magazine, Waldorf-Astoria, D.C. Comics, and the Leviticus Discotheque. About 365 sophomores, juniors, and seniors at four high schools made personal contacts with more than 5,000 private sector employers and developed over 1,000 work sites in one year of the EPIC program.

During the second phase, in the spring semester, students work after school four days a week for three hours each day. They are paid for their work and are immersed in the day-to-day activities designed to expand their understanding of the world of work. Students who complete the required number of hours in the EPIC program receive academic credit. Says one: "I wasn't sure I'd stay in school until this program. I'm trying harder now. I've learned that I must have basic skills to get a job." Another student claims, "My attendance is better. I used to be absent once a week, but no more. I learned on the job that you must be there and pay attention." Another participant agrees: "I work harder now. This has made me see I really need an education to survive out there."

To date, students have become clerical workers, car mechanics, and employees in businesses specializing in travel, medicine, food service, media, insurance, banking, and education. Also, as a result of the training received through EPIC, many students retained their positions on a non-subsidized, paid basis during the summer.

The staff feels that private sector involvement is crucial. "Let's face it," says EPIC director Vince Troiano, "only the private sector can make a difference in inner-city youth employment programs. After all, they're the only ones who can say, 'Even if the program ends, I'd like you to continue working here.'" To accomplish their goals, EPIC is backed by the Economic Development Council of New York City, the National Alliance of Business, and the New York City Chamber of Commerce.

Employers are satisfied with the results. Says one, "I wouldn't hesitate to call the school for employees now. I wouldn't have done that in the past. I used to go to the colleges for help." Another agrees, "They've learned responsibility and how to work. They're paid for their accomplishments and they've gained self-respect."

Teachers in the program are similarly enthusiastic: "I learned that there are really some terrific employers in the work world, willing to take a chance with students; and that there are some fine students who, with incentives, can be trained to go out and find jobs." Another says, "I developed greater observational and communication skills. Guiding students in conducting interviews at EPIC strengthened my ability to counsel in a number of areas related to job-finding and job-keeping skills."

The proof is evident in the students' responses. Gary Bobb and Deborah Roscoe from Newtown High School worked at the National Black Radio Network in Manhattan. Gary maintains that "EPIC helped us to gain confidence. It taught us how to get a job and keep it." Another student concludes, "It made me see that I can make it. I never thought I could before. I always thought I'd be on the outside."

A similar program is half-way across the country in Iowa. The *Community Based Education Program* (CBE) is a joint effort between the Des Moines Public Schools and the Greater Des Moines Chamber of Commerce. Serving 155 high-risk youths from local high schools, CBE provides basic skill training in the classroom, subsidized jobs in the private sector, and life skills education. Students attend four academic classes each morning and two CBE classes each afternoon. They also work at least three hours per day for four days each week at minimum wage.

The key to the program's success, according to Project Manager Jane Baker, is "the full support of the business community. There are many students looking for job experience in almost any type of business. Every effort is made to match up career interests with available jobs." Baker's office, located in the Chamber of Commerce, places her in direct contact with prospective employers and lends credibility to the program. "So far we've been fairly successful," she says. "Currently, we have 124 businesses in the community cooperating with the project." Baker credits private sector involvement to the program's professional approach with local business people and a good public relations package. The program initially invested in a professionally-made slide show and brochure which has more than paid for itself by interesting business persons in the program.

"Not every student succeeds in every work situation," cautions Baker, "but the majority



A student at the TEEN Center for Employment and Training, Inc., is learning diesel mechanics in his private sector placement.

do. And one of our major goals, that of keeping students in school, seems to be working too. Only 8.3% of CBE students dropped out after their sophomore year, as compared to an overall drop-out rate of 19.4% in the four participating schools. Tony Spenser, a student from Tech High School, agrees. "Before I started CBE," he says, "I gypped and came late and was getting into trouble all the time. I was flunking a lot of classes too. Then Mrs. Hughes came and asked me if I'd like to be in CBE, but I had to be in class every day. That was my end of the deal. I had no idea what CBE was or anything, but I do know that I'm glad I got the class. After I signed up for this, I explored many career opportunities and had fun too. It kept me in school, which I liked. I got all my grades up and I'm not scared to do things anymore."

A unique feature of the program is its emphasis on Life Skills learning as a complement to the school-work experience. The program identifies eighteen life survival skills. The student must acquire at least eight of these in order to graduate from the program. Among the skills are: (1) make an application for employment and successfully hold a job; (2) budget time and money appropriately; (3) explain personal legal rights; (4) know about drug and alcohol abuse; (5) respond appropriately to emergencies; (6) receive family life education; (7) maintain a checking account and (8) transact business on a credit basis. When the activities for each skill area are completed, the student receives a "certificate of competency" signed by a community person and CBE project staff. Student Lonnielle Hughes remarks that the budget training, for instance, "helped

me a lot because I didn't know anything about money and how to spend my money right, but now I do." Lori Riley from East High School sums up the entire program: "I have learned a lot by being in the CBE program. I have gained knowledge from the Life Survival Skills and different jobs. I think it's great that the government cares enough to help out teenagers, not only for the money, but for helping us to learn about the wide variety of careers."

Inner-city students are learning about another set of careers in a program operated by the Hartford, Connecticut, public schools. Youth unemployment in this area escalated in the mid-1970's when employers cut back hiring from urban high schools by 60%. "Now," says Dr. Edythe P. Gaines, former superintendent of the Hartford Public Schools, "you can no longer be a viable company downtown if you continue importing all your workers and leapfrogging them over disadvantaged kids in the cities. That's social and economic dynamite." Five years ago, twenty companies joined the school system in an effort to prepare inner-city students to compete successfully against suburban youths for local jobs. Today, seventy-five firms provide job placements in the Hartford Board of Education's *Workplaces* program.

Workplaces was set up in 1976 to meet the needs of disadvantaged minority youths for marketable skills, remedial education, career guidance, and work experience. Young people receive comprehensive vocational training, jobs, and career counseling. In 1979, 93% of *Workplaces* full-time students were placed in related employment, advanced vocational training, or college.

High school students attend regular academic and work experience classes during the day and are placed in one of six Career Centers: Academic, Automotive, Insurance and Banking, Communications, Health, Electro-Mechanical and Metal Machining. Once students have completed a year of vocational training at their Center and are ready for job placement, they can be placed in the private sector. There are also opportunities for youth placements in youth-operated projects. For instance, one group of students ran a bank in their high school.

One particular Center, the Automotive Career Center, is a self-sustaining, student-operated repair shop which services 250 to 300 cars

"You can no longer be a viable company downtown if you continue importing all your workers and leapfrogging them over disadvantaged kids in the cities. That's social and economic dynamite."

each year at prices lower than the going rate. Students not only receive experience in automotive repairs, but learn the nuts and bolts of running a business such as billing, inventory, customer relations, marketing, and sales. The objective is to provide youths with a marketable skill after graduation. The "Automotive Service and Auto Body Repair Programs" at the Center provide 140 students per year with a three-year sequential "hands-on" training experience. In the first year, sophomores receive basic orientation to shop and safety, an introduction to service station operation and management, and an introduction to wheel alignment and tune-ups. Students begin their work experience in their junior year and are paid wage subsidies. They do limited auto repairs, small engine repairs, auto body and auto painting, steering geometry, and front-end alignments. The Center currently is the only high school program in Connecticut which offers used-car preparation and resale as a part of its curriculum. Students visit a used car auction, research values and profit margins of cars for resale, estimate repair costs, show cars to prospective customers, and participate in the selling process.

Regarded as the school system's most successful vocational training program (according to a third party evaluation conducted in 1979), the Automotive Career Center "prepares students for a demand profession; motivates youths by linking training, production, and marketing; generates sufficient income to be self-sustaining; and enables teachers to control the quality and quantity of vocational training." One student says more simply: "I've got my own garage now. They got me a pretty decent job."

An article appearing in the November 20, 1978 issue of *Fortune* magazine entitled "Jobs

and Want Ads: A Look Behind The Words," depicted the severe difficulty of obtaining jobs in Middletown, New York. In this economically troubled area in Southeastern New York, money for schools is apt to be spent on accelerated programs for the motivated. According to *Project SHARE* Director Lucinda Novesky, "Middletown High School is a typical high school in the respect that if a student is bright, motivated, athletic, and middle-class, the school has much to offer. However, if the student is poor, unmotivated, an underachiever, a teenage parent, an offender, a discipline problem and/or a member of the increasing minority population, he usually finds himself in an alien environment and thus, finds recognition in his status as a 'trouble-maker.'"

Project SHARE is an alternative education program in the public school system that provides both classroom training and work experience for drop-outs or drop-out prone youths. Recognizing that in Middletown, New York, "one either works with the school system or forgets it," (in the words of one former Middletown resident) *SHARE* founders did not set up an alternative school or attempt to establish the program off-site. Rather, they set up an individual competency-based system of earning academic credit for work experience and organized a family-like program in which young people could have a sense of power and could determine their own rules and regulations within the school. Participation in work experience is an incentive for participation in the



In Boston's Job TIPS program, teenage mothers and fathers receive on-the-job training in trades and technical fields. The program is particularly promising because it provides teenage parents with skills in areas which offer better than average pay and benefits.

classroom. According to Novesky, "Most participants are attracted to *SHARE* because they want a job (money). It's explained at the outset that *SHARE* is a combination of experiences with both class and work and that it is essential that they attend both." Students who miss school on a particular day cannot show up for work.

Rather than wasting time in a traditional classroom, *SHARE* participants receive academic credit for a demonstrated level of proficiency or competence. An Individual Learning Contract is developed for each student which outlines the specific behavioral objectives necessary to obtain credit. "For example," explains Novesky, "if a student needs credit in Math 11L, a Learning Contract will be designed . . . including competencies necessary to receive credit in Career Exploration and Math 11L. If she/he is working as an auto mechanic's assistant, examples of proficiencies which she/he would have to acquire to receive credit would be to perform metric conversion and to be able to add, subtract, multiply, and determine percentage ratio between wholesale and retail price for parts. Those competencies are derived from the standard Math 11L syllabus and are needed to pass the New York State Board of Regents Basic Competency Exams. These are also competencies that can be acquired on the job site. The *SHARE* staff has become increasingly skillful in adapting state syllabi to particular job sites."

Just as academic credit is not awarded for simply showing up for class, it is not awarded "strictly as a result of the work experience," Says Novesky, "The classroom activity serves to augment that which is being learned on the job and vice versa." Furthermore, credits are not earned on the basis of how long a student stays in the program or works at a particular competency. "We have found," she continues, "that it may take *SHARE* participants longer to earn credit in a *SHARE* class than if they attended a regular class." Rather than being required to adhere to rigid timetables, *SHARE* operates on a year-round basis and the students continue to work on their Learning Contracts by attending class and working during the summer months.

In addition to the classroom component, each participant works fifteen hours a week and longer in the summer. Transportation is provided to and from the sites. Originally,

the program had proposed to place students in the private sector under the guidelines of on-the-job training. However, the state of the local economy made that difficult. As Novesky explains, "Repeated attempts to develop on-the-job training sites in the private sector met with little success. Unfortunately, we found ourselves in competition with the CETA adult Title IIB Program in the area." Accordingly, with the agreement of *SHARE* staff, school administrators and funding sources, the program shifted its focus to concentrate on job development efforts in the public sector.

The placements, however, are far from "make-work" jobs. Says Novesky, "With the exception of one placement in the Media Center of the High School, and a few placements in the libraries of the elementary schools, participants are placed in jobs outside the school system. It is our belief that, in most cases, working outside the school system provides a more realistic work experience. The employers treat the participant as an employee, not as a student helping out during a study hall. The supervision tends to be better and the knowledge learned is more extensive. Skills are acquired on jobs outside the school system that cannot possibly be acquired on the limited types of jobs available to students within the school system. Leaving the sheltered environment of the school building is a major step toward preparing one for the 'real world.'"

Typical public sector placements include a hospital, a library, a garage, a factory, the local Humane Society, a data processing center. "We utilize every public agency," notes Novesky. Initially, being identified as part of the school system heightened the prospective employers' civic responsibility, inclining them toward taking on *SHARE* participants. Thereafter, "they got to know us to death because we visited them every week." However, because employers were instrumentally involved in the formation of student contracts, they became invested in both the students and the program. Explains Novesky, "The job coach (employer), with the assistance of our counselor, completes a task analysis sheet delineating the duties and responsibilities of the participants. This is then translated into behavioral objectives and becomes a part of the Learning Contract. This involvement coupled with the signature of the job coach on the Learning Contract, necessitates that the employer play an integral role in the awarding of academic credit."

In addition to a competency-based means for awarding academic credit, the program stresses a holistic approach to serving young people. This approach is regarded as critical for meeting work-related needs. Novesky concludes, "The expansion to the holistic approach—services to include those other than career counseling, classroom instruction, and transportation—occurred gradually and out of necessity. The provision of personal counseling and referrals for family planning, abortions, day care, drug problems, emotional problems, juvenile offenses, child abuse, housing problems, etc., was determined necessary by SHARE staff."

Richmond, Virginia's *New Horizons* program, which was deliberately patterned after Kaiser Aluminum's *Success on the Move* program, was started in the summer of 1980. The local public schools asked the business community to help them design an educational program that would motivate youths to stay in school. The Private Industry Council (PIC) of Richmond, an area-wide volunteer group of businessmen affiliated with the National Alliance of Business and the Richmond Metropolitan Chamber of Commerce, took up the challenge. Twenty member businesses volunteered their sites for placements initially, and persuaded eleven more to follow suit once the program was underway.

High school students from families with incomes at or below the poverty level attended a specially-designed educational program at Virginia Commonwealth University School of Education in the morning and went to work in the afternoon, each day. Thirty-one companies provided employment for 73 students. Youths worked in clerical positions, sales, occupational therapy, printing operations, graphics production, shipping, and as telephone operators. During the eight-week period, they earned \$3.10 to \$3.25 an hour for at least twenty hours each week (paid by the company) and academic credit.

Although the emphasis of the program was on the educational curriculum developed by the University, the public schools, and the PIC, it was clear that both pay and work experience were the incentives to the students. Says Director Jona McKee, "The important thing is . . . this program . . . gives students an opportunity to see the relationship between the classroom and the world of work. We want

them to see career opportunities to which students entering the program have had very little experience."

In general, knowing what to look for in a work placement is as important as knowing how to get one. Many good work placements expect their young workers to perform and produce like adults. In fact, some of the programs mentioned are simply an extension of ones previously established for adults. Staffs in these programs feel that a work placement that expects less of a young person will poorly prepare him or her for the working world. Another feature of a good work placement is an apprenticeship approach which provides the joint benefits of training and role-modeling. A step-by-step training strategy also affords students a sense of mastery and progress by breaking down a career path, job or specific task into its component parts and introducing each in a sequential manner. Furthermore, a benevolent work setting is crucial to the success of the work placement. Good work placements are typically in places that are tolerant of racial, ethnic, sex, and developmental differences, in an accessible geographic area, and in a reputable company or agency that offers good entry level pay, promising salaries, and benefits. Finally, even the best work placement requires comprehensive back-up services to support the trainee on the job.

Finding a good private sector work placement relies upon a reality-based approach with the private sector. Parallel to the philosophy that young people should conform to adult standards of productivity rests the recognition that youth-training programs function in a profit-oriented society. The key to working with the private sector and thereby securing good placements must be the understanding that businesses and industries operate for profit and cater to the needs of their consumers, not their employees. Successful relationships with the private sector rely upon a program's de-emphasis of its human service aspects and a strong emphasis on meeting the needs of the employer. The "heart-strings" approach simply does not move many managers, nor does it provide a very good long-term "glue" to a relationship between a project and a business. In a sense, this is an advantage, because it means that getting good work placements forces the program to provide realistic and demanding work experiences.



"What a blast. I have been waiting so long to do this, to bring a snake to the kids. I'm disappointed that only five kids are here, but with the snake it will still be fun. It's the last time I'll teach these kids and I want it to be good. He is such a beautiful snake, a python. I wish he were mine. He is so *gentle*, so gentle. I watch him with the kids. I watch the kids grow with excitement. They are very anxious to learn about him. The class went so fast, but they learned so much. It's terrible for kids to grow up with fear, to have nightmares about [snakes], to hate them. We all have fear, but maybe the kids now have a little less fear. I hope so."

Student/Tutor
Learning Through Community
Participation Project
Minneapolis

" . . . any program which is to work in liberating the positive energies of young people must respect them enough to put power and responsibility into their hands . . . the absolute responsibility of the adults is to help the young people make these dreams a reality as much as and as fast as possible."

Dorothy Stoneman
Director, East Harlem Block Schools

explains it: "I can get an education. I can have the kind of future I want. I can help my own community. We're trying to get this message across through our individual and group actions, by youth organizing and, hopefully, in educational policy."

The PUEDO project is operated jointly in San Diego by Open Road and a large local community-based agency with a Chicano constituency. In the course of the 1979-1980 school year, the students conducted surveys of Chicano drop-outs (to find out how they have done without a high school diploma), of Chicano parents (to find out how they feel about their sons' and daughters' education), of students at Sweetwater High School (to find out how well school is preparing them for the world of work), of 100 businesses (to find out how many local businessmen hire young Chicano workers), and of 100 Chicano teenagers (to find out for the National City Library how these young people felt about the library). Building on their experiences, the participants in San Diego spurred important changes in the school system. School staff offered a counseling course that had been a project component, and a key project staff member was hired by the school to teach counseling to students at the school.

The experience has been important to Laura. "The program has opened my eyes," she told the Youthwork Board of Directors, "and I've realized that no matter how messed up my education might be, I have to fight to become a successful person. PUEDO project is important to me because it has helped me to believe I can be a success. If it weren't for the effort I put into PUEDO, I wouldn't be continuing in school now."

Across the continent, in Cambridge, Massachusetts, another group of young people are experimenting with new methods of involving adolescents in arenas to which they rarely are allowed access, and with similarly promising results. The Group School is a ten-year-old private alternative school expressly designed by and for young working-class students who have a hard time surviving in the public schools. For many years, Group School staff and students have experimented with the development of new forms of participation for young people in their own school's decision-making process. Group School students comprise more than half of the personnel committee which interviews and selects new staff

members. Recent Group School graduates and students serve on the school's board of directors. Community meetings of the entire student body and staff function as town meetings for key decisions, giving students, who are in the vast majority in these plenary sessions, an effective veto over key decisions.

The Group School has also pioneered in the development of alternative curricula for working-class students. One such effort, involving the creation of a women's studies curriculum specifically designed for working-class adolescents, has already been published by the Feminist Press. (*Changing Learning, Changing Lives: A High School Women's Studies Curriculum from the Group School*, Box 334, Old Westbury, New York 11568, 1979) Another curriculum focuses on using theater arts to teach writing skills to students whose "street" skills are quite sophisticated but whose basic academic skills are far below grade level.



In East Palo Alto (CA), older teenagers operate their own council, which helps make decisions about production, wage rates, etc.

CHAPTER SEVEN

GETTING YOUNG PEOPLE INVOLVED

"For myself, this job has been very important because by evaluating our own school system, we can better the environment for students. I've learned how to organize thoughts and to present them on paper in order of importance. I've learned how to relate to people of authority without hesitation. I know that the skills learned in this job will be useful in any future job."

Aquiline (Lee) Villariza was describing a program operated in three cities in California, designed to train high school students in investigative research, evaluation, and advocacy skills. While training students in survey research and communication skills, the projects also tried to provide an avenue for the participants to advocate for institutional changes designed to improve the quality of career guidance services available to them and their peers.

The projects, operated by Open Road in San Francisco, Santa Barbara, and San Diego, employed a single basic model. At each site, a team of high school students, working after school, designed a questionnaire about the quality of career guidance services available at the school they attended and in the surrounding community. The questionnaires were then administered and analyzed by the students themselves. Following the analysis, the young people worked to implement changes suggested by their findings.

When I visited with Lee Villariza at Galileo High School in San Francisco, he proudly showed me a 62-page report which he, eight fellow students, and their Open Road advisor had prepared (*A Time for Change: Report on the Guidance Counseling System at Galileo High School*, Open Road Youth Action Network, June 1980). The report described the students' hypotheses and procedures, summarized their recommendations, and reported results of separate questionnaires administered to students and counselors.

"I have been discriminated against by the law and by people in the school. I know I am not the only one who feels this way because in our school survey, 79% of all the students we interviewed . . . felt they had been discriminated against at school."

We were sitting in the "Rap Room" which Lee and several other students are developing at the school, as a direct outgrowth of the recommendations of their 1979-1980 report. The Rap Room is a school-based youth resource service in which some young people, trained for the task, serve as resource counselors to other students who may need to know about the local adolescent health clinic, the advisory center for runaway youth, part-time job finding services, and other personal and professional services. Lee feels that the idea of students getting training to become peer counselors to other students is an exciting one. He is involved in such a training program through the Center for Institutional Change at San Francisco State University, which has assigned a staff member to the high school. The Center, which trains college students as peer counselors, is seeking to adapt its methods in peer counseling training for inner-city high school youth.

To the South, Laura Estrada has learned some valuable lessons from the San Diego Open Road project, called *PUEDO*. *PUEDO* is an acronym which stands for "Proudly United for Educational Development Organization." It is also the Spanish word for "I can." As Laura

"To me PUEDO is what I make an effort of it to become. If we participants weren't making the program happen, it would be absolutely worthless. For me, I believe that if it weren't for the effort I put into PUEDO, I wouldn't be continuing in school now. You see, I am PUEDO and PUEDO is I can!, so I know *I can* succeed in getting an education.

"I have been discriminated against by the law and by people in the school. I have been told by these people that I am not equal to others in this society, and I have no rights as a Chicano in this country. I know I am not the only one who feels this way because in our school survey 79% of all the students we interviewed and 87% of Chicanos felt they had been discriminated against at school. I believe I have been cheated out of an education and not prepared for the future. I have taken the proficiency exam that I have to pass in order to get my diploma. I failed some parts of the exam because some parts of it were not taught in the classes that I had been counseled to take and had passed. I have gotten no special help to pass the exam even though I've asked for it. 69% of all the students we interviewed and 77% of the Chicanos who need special help say they haven't gotten it. I had one class that I failed, I went back many times to the teacher asking her to explain what we were reading. She would say, 'Ask one of your friends to explain!' I don't feel my friend would know better than the teacher. I don't know why this teacher is being paid to tell me to ask my friend to help me to get an education. I think surveys like the ones we've done are the best way to evaluate services to the youth. I think it is better for the youth to evaluate the services they get because if those services are really meant for them, then who could judge whether they're good or not. As youth, we have to begin finding out why we are getting certain services—are these services what we need? Are they being given to us in the right way? Youth should start looking at why and what is causing problems in the services we're getting. I think if adults really want to give good services to youth, then they should involve youth in the figuring out and planning of the youth services. Youth should also be involved in giving each other youth services. In school, students can counsel and tutor each other, they can be teachers' aides, they can help develop services and they can help solve problems between students and school people.

"One of the best things about PUEDO is that someone is always there to listen to your problems and to try to help you out in any way they can. The program has opened my eyes and I've realized that no matter how messed-up my education might be, I have to fight to become a successful person."

Laura Estrada

A curriculum has been developed to the teach working class history and the working class experience to the offspring of working class people.

The Group School's approach to youth involvement is three-pronged. First, the school has developed a sophisticated and comprehensive approach to self-advocacy training designed to help young people cope with the pressures on their lives assertively and positively. Several courses are designed to help young working-class people identify more positively with their race, class, and sex. Courses include race relations, neighborhood and culture, sex roles, labor history and job readiness training. All these courses begin with the students' own experiences and help them understand these experiences in a broader perspective.

A second aspect of the Group School approach is another level of courses designed to train young people in specific skills that enhance their ability to participate in all levels of project operation—from planning to hiring staff to evaluation and dissemination. This training includes a course in governance; financial management skills training; and a course in communications, problem-solving, and conflict-resolution skills. The third element of the Group School approach involves the participatory experiences already described. The young people are actually given the opportunity to practice the skills they have learned in real world decision-making involving the present and future operations of their school.

With its Youthwork funds, the Group School is developing a unique application of its youth participation model. The model is being utilized in the development of a work-study program involving part-time job placements in fast-growing allied health fields in local hospitals, clinics, etc. Students (some high-school graduates, some drop-outs, all unemployed) are filling entry-level positions while following a classroom curriculum specifically designed to provide the basic skills and knowledge needed for medically-related jobs. The connection between jobs and school learning is direct and explicit, and students are in a position to influence the development of the project, the selection of the staff, etc. to help insure the continuing relevance of the project to their real and felt needs.

Youthwork-funded programs have also helped to demonstrate the effectiveness of involving young people in job development and job creation. The EPIC (Education through Private Industry Cooperation) program in New York City employed participants at two Bronx high schools to visit various business establishments in their communities, asking the firms to participate in the program by creating skill-developing part-time jobs for young people (with salaries paid through the CETA system). Utilizing the young people themselves to develop the private sector jobs accomplished several complementary goals: the participants explored a wide variety of businesses in a short period; they learned to sell themselves and their peers as reliable workers, a valuable skill when interviewing for future jobs; and the training which the young people got in interviewing skills helped them to establish rapport with potential employers and identify meaningful roles that youth might play in those businesses.

The tasks of job development and employment generation is rarely assigned to the young people themselves in work-study or work-experience programs. The EPIC program is demonstrating how it can be done in a way that gets the placements, helps the students learn some valuable skills, and accomplishes the employment generation tasks in a cost-effective way.

Other projects have also discovered ways to give students valuable new roles in the community. The *Learning Through Community Participation* project in Minneapolis attempted to make classroom experiences more significant by blending school learning with field experiences. The goal was to link educational and service experiences together in a way that would bring added value to both. Modifications in the school curriculum and schedule were designed to make it possible for students to have a "laboratory" for applying their school learning to significant endeavors. Field experiences were directed toward activities dealing with social and community problems.

The project operated out of five different secondary schools. At one site, a peer counseling program provided daily training in counseling approaches to a group of students who provided peer counseling to other young people in a teenage medical center, a runaway-house, and a YWCA outreach program for delinquents. In



In Elmira, New York, groups of young people planned and developed their own business ventures. As part of the Chemung County CETA's youth-operated projects, they managed a used-clothing store; opened a youth development center in a housing project; operated a sandwich shop; designed and painted murals in parks, schools, and the old town pavilion; and developed other projects which helped them learn organizational and entrepreneurial skills.

another school, students in health and social study classes taught swimming to retarded children. In several cases, students from Asian, Native American, and other ethnic backgrounds were able to facilitate the delivery of human services to non-English speakers from their own culture.

In Kansas City, Missouri, the student body of the Genesis School, a local alternative school, even helped decide whether the school should seek funding from the national in-school demonstration, at a time when the staff had time to pursue only one of several available options. The Genesis School also encourages regular participation of students in school decisions through a student board which meets together regularly and learns how to make group decisions. For example, the students have

\$50.00 per week in a student activity budget. They must decide how to use it, and then take responsibility for making the necessary arrangements.

The uniqueness of Genesis involves students establishing and then enforcing standards for student behavior. The students believe that it is they who create and give life to the school environment and that they can—if only permitted—influence that environment.

At the East Harlem Block School in New York, young people participate in a Youth Action Program designed to provide meaningful work with job training built in, a supportive peer group, and an exciting high school program. Teenagers are employed in community improvement projects designed by young peo-

ple, including a restoration crew renovating a community center, an emergency hotline telephone counseling service, and a crime prevention patrol at a public housing project. A Policy Committee, of which young people comprise 80% of the total, works with the Director in determining new policies, taking staff disciplinary action, setting budget priorities, etc. Leadership training is a key ingredient in the process.

The projects cited above are especially relevant in the light of new national efforts to raise the importance of youth councils in youth employment and training programs. Some of these projects are demonstrating specific, transferable

methods for training young people as members of advisory and decision-making bodies. Far too often, young people are invited to play such roles without adequate training and, not surprisingly, this kind of invitation can often lead to ineffective performance of these roles. The way in which these projects define membership, and their ability to involve young people in planning decisions as well as implementation of projects planned by others, contrasts vividly with the token roles sometimes assigned youth council members. The young people involved in these projects are demonstrating what they can do when given meaningful roles *and* specific and effective training to perform those roles.



The Youth Action Program in East Harlem is a multi-faceted community improvement program created and run by East Harlem youth. Members of the Youth Action Restoration Crew, like the young man pictured above, learn building renovation skills by working on a community center building. Other students work on a hotline, a youth patrol, and other community improvement projects. The students also participate in a Youth Forum.

Kelly Vilar spoke as Chairperson of the Youth Action Program Policy Committee at the East Harlem Youth Conference. The theme of the Conference was "Young People United to Build a Better Future." Kelly, a high school student and a worker at Hotline Cares, celebrated her 17th birthday on the day she gave her address.

"There are young people here in East Harlem who are struggling for a voice of power. A voice that will enable them to be part of major decision-making when it comes to the Board of Education, the Department of Employment, Juvenile Justice, foster care, and all the others. Having this voice of power will help correct the wrongs, corruption, and the misunderstandings that most adults have about us, the young people.

"These goals are easier said than done, for obstacles stand in our way. Things such as not enough young people being involved stops us from knocking on the front doors of the President, the Congress, the Senate, the City Council, and telling them that we want better schools, teachers, safer and better transportation, more money for our programs, . . . and the list goes on forever. Authorities constantly knock us down by *not* listening to what we have to say. For example, when we set up a youth speak-out with members of the Board of Education, what happened was that while the young people were speaking out, the Board of Education members were walking out.

"If we are to overcome all the obstacles, we need *knowledge and information* so that we can speak on the same level as the officials we're trying to persuade and challenge.

"We need more young people to take on *leadership*, to take on responsibilities that adults usually take on, like having goals they work toward, like putting their point across, like making speeches. We need good leaders who will see that things get done right and are not out for power for themselves.

"But we know it's not enough to get things just for ourselves, or just for the numbers of people who can be members of the Youth Action Program. We want to get together with other people to make this movement grow and to help everyone get these basic needs.

"But in order to accomplish this we mustn't give up. I've never been a quitter and there are two reasons why. First, I want to be out there trying rather than to stay home doing nothing. The other is because I have friends who never give up and never let me give up. Because we all have one goal—to correct the wrongs that we see around us.

"At Hotline Cares, being a trained listener, I've talked to many runaways. I've counseled drug addicts. I've done crisis intervention in suicide attempts. I feel this is not only important work but personally gratifying work especially when someone calls me back to say: "Thank you for helping to save my life." I always think to myself: That was one life. Imagine how many more lives we could help if more of us were involved.

"Remember, together we can build our community. All of us is better than one of us."

Students from the Joan of Arc Junior High School who attend the CSEP Program at the New York University Medical Center work in laboratories on research projects. It gives them a sense of responsibility and maturity to know that they are part of the crucial work going on at the medical center. "Here . . . you learn real things, things that matter," said an 8th grade student.



Dwane

This ninth grader from Joan of Arc Junior High School went to the New York University Medical Center every Wednesday afternoon. He put on an official lab coat and assisted Martin Tanner, a research scientist, in the Immunology Clinic at adjacent Bellevue Hospital. Out of a year's work studying rheumatoid diseases in Mr. Tanner's lab, Dwane reconstructed his own prize-winning science project entitled, "Sheep Cell Glutination," which won the Manhattan Borough Book Award in the 41st Annual City-wide Science Competition, sponsored by the American Institute of Science and Technology and the New York Daily News. His project demonstrated an improved laboratory test for Rheumatoid arthritis.

The competition in this science fair was stiff. Dwane's entry was one of a hundred developed by top science students from New York high schools, including senior-level students from the specialized science and technical schools. He was also one of the youngest entrants.

Dwane was not a typical Science Fair winner in other ways. He comes from a family with limited resources and lives in an economically depressed neighborhood. He never liked school very well until he entered the Cooperative Science Education Program (CSEP). "School can be very boring," Dwane explains. "The same forty-minute periods, the bells, filing through crowded hallways, and sitting all day listening to the teachers and looking at books. I didn't like to go."

In CSEP Dwane spent many afternoons staying late at the lab. In less than two years, he raised his reading scores almost four levels. He attributes his positive attitude about the program to its unique setting, the experience-based curriculum and the importance of the work he and his classmates are given in acting as assistants to researchers, technicians, and clinic para-professionals. "It's totally different," says Dwane, "from the traditional school experience."

CHAPTER EIGHT

MAKING A REAL DIFFERENCE

The best employment, training and education programs all make a significant contribution to the development of the young people who participate. But even among these "top" programs, relatively few have the capacity to provide participants with the kind of experience which can make a sustained, long-term impact on the individual's future life choices and life chances; which can provide, in effect, a "turnaround" experience which in later years still seems truly pivotal in retrospect. This chapter reviews a few projects which appear to have the potential for high personal impact. There cannot yet be long-term evidence of such impact; and our purpose is simply to present some of the *possible* explanations for the turnaround experiences provided more frequently by some programs than by others, in the hope that it will move us closer to identifying some of the qualities and characteristics that make such an experience more likely to happen.

Nadine, a young New York nursing student, is an example of somebody who believes that a single program "turned her around." Nine years ago, she was a rebellious seventh-grader, already labeled a troublemaker. When she heard a recruitment lecture about the Cooperative Science Education Program sponsored by NYU's School of Medicine, she figured it might offer her a chance to have a little fun and get out of her school building—at least for one day a week. The program was "like the outside world . . . dealing with day-to-day problems."

As an eighth and ninth grader, Nadine worked in the NYU lab with her classmates, and alongside her preceptors at the Medical Center. She became interested in the doctors' experiments. It was an opportunity to go through doors rarely opened to black inner-city youngsters her age. The program staff helped put Nadine in touch with new friends, kids more interested in "making it" than in playing hookey. The staff paid attention to her,

"I was always anxious for the day I went to NYU to hurry up and come. Not only did we care about the program . . . but they cared about us."

and they challenged her: "They stuck by you. They wanted to see you become somebody. They took time out to talk to you." Nadine remembers best the first-hand work experiences, the individual attention, and the more challenging and demanding attitude on the part of the staff. She recalls, "I was always anxious for the day I went to NYU to hurry up and come. Not only did we care about the program. . . but they cared about us."

How does something like this happen? How do Nadine, and Yvette (who started out wanting to be a nurse but is now a pre-med student at NYU), and Daneethia (who started out labeled a special needs student and is now a college sophomore), and countless others get turned around by a program that touches them only once a week when they're still in junior high school? *Why* does it happen? Part of the answer seems to lie in the *seriousness* of the enterprises into which these young junior high school students are suddenly thrust: these are serious adults doing serious (sometimes life-and-death) work who are suddenly expecting responsible performance from them. Their preceptors, people with responsible jobs in a medical school or hospital, pay attention to them, care about them, and expect them to come through. The academic staff expects and demands higher performance standards in the science course work—and often gets it. These young people are taken more seriously and take themselves more seriously. They are exposed directly to a wide range of real jobs in

the medical fields—not only nursing but laboratory photography, not only medicine but scientific research, work with disabled individuals, clerical support work, computers.

The timing of the intervention also seems crucial. For inner-city minority students in a big city school system, the junior high school years can often mark the point at which paths diverge between those who are going to keep climbing up the academic ladder and those who are going to fall off (or get pushed off) some lower rung. What high school a student gets into, what high school courses (s)he pursues, what skills (s)he has developed to cope with a high school program—all have been determined by age 15.

As described in Chapter Four, The Cooperative Science Education Program at NYU is, as well, a program where the commitment of people within the institution is more crucial than the funds which make up the budget. Although it appears to be a model that would be easy to copy and relatively less expensive than many programs with comparable goals, it may still be the only program of its kind in the country. The nature of the institutional commitment may also help explain the program's impact. The program director has managed to energize the participation of large numbers of NYU staff members (who serve voluntarily as "preceptors"), of the school's minority medical students (who volunteer precious hours to help instruct and motivate the junior high school students), and of the cooperating institutions (most notably the public schools and the CETA system).

In Jacksonville, Florida, another post-secondary institution—this one a public junior college—is displaying an unusual level of commitment to a combination work-education program that also seems to hold the promise of making an especially dramatic impact on its participants—in this case a group of older, handicapped teenagers. The institution, Florida Junior College, has developed a program that utilizes its existing resources to the fullest while building in the necessary additional supports to insure its success. The package includes a year's course work at the college, the supportive services necessary to help participants succeed at the course work, and a subsequent six-month placement in a job for which they have been prepared through their course work. The depth of the college's commitment is apparent in many ways: in its willingness



A group of retarded citizens in the AHEDD program has established its own janitorial company called Red Rose Services, Inc. Red Rose has a contract with the Hamilton Bank to clean 120,000 sq. ft. of office space.

to accept the premise that the college must learn to adjust to the needs of its handicapped students, rather than assuming that all the adjustments must be made by the students; in the energetic way the college has marshalled other available resources and harnessed them together with the Youthwork project; in its willingness to accept students who need to make up for lost time and to give them every chance to do so.

The potential impact of the project is considerable. From the students' point of view, some of the major barriers to participating in further training and education (no money for transportation, no interpreters for those with hearing impairments, inaccessible facilities, etc.) are broken down by the breadth of the ser-

vices available. Free tuition, fees, and books alleviate the costs for young people who often feel they have already been a financial burden on their families. Stipend payments usually are used to defray transportation costs in an area of long commutes and poor public transportation.

Similarly, once the student is brought in, the package of services provided to support the transition to a job is equally comprehensive. Course work is geared to preparation for a specific job placement. Individual support plans and individual counseling help promote successful completion of the course work. This work then leads to a supported work experience in a real job, which in turn can lead to a permanent, full-time job. Here, one secret to success seems to be the comprehensive way in which both the entry and exit transitions are dealt with. Another is the contagious assumption of entitlement: a wide range of services is available because college leaders feel that a public community college should provide a wide enough range of services to give handicapped young people a real second chance. As was brought out in Chapter Four, the director of the project understands both the comprehensiveness of the participants' needs and the psychological benefits of the entitlement message: it is not charity which the project offers, but a true opportunity to make it, or fall on your face trying.

Youthwork-supported projects for handicapped young people share the potential for high impact. Perhaps this is because of the shortage of effective employment and training projects for handicapped youth around the country. Perhaps it is because many of these programs provide direct job placement into full-time positions from which the populations served are usually excluded.

In Rhode Island, for example, *Training Thru Placement* places young retarded and developmentally disabled citizens in entry-level positions in private companies and attempts to support the transitions these young people need to make in order to survive on their own in the work environment. *Training Thru Placement* emphasizes the expectation that these young people can respond to real-life situations with real-life performance. The program presents one of the few alternatives to the sheltered workshop environment for these young people and, as such, represents one truly different option available to this population. What

"Even in today's difficult times, we have shied away from going after traditional service industry placements and have concentrated on manufacturing jobs which offer higher wages, more benefits, and career opportunities."

gives this project its capacity for impact is the contrast between the opportunity for self-sufficiency provided by the *Training Thru Placement* program and the more protected environment of a workshop, which may take years (or forever) to prepare a retarded citizen for competitive employment. Young people get a chance, at the beginning of their working lives, to show what they can do in the real world. For those who succeed, this can mean a very different life experience, with far more opportunities to participate in other mainstream activities, and far more likelihood of a chance to develop independent living skills.

In Pennsylvania, the AHEDD program for the developmentally disabled provides a similar contrast between opportunities in the private sector and a more protected sheltered workshop. In 1977, the Department of Labor conducted an extensive study showing the job placement rates of sheltered workshops to be less than 7% annually. As if that wasn't discouraging enough, AHEDD Vice President Rocco Cambria points out that, "in isolating persons who are mentally retarded, one finds that through the sheltered workshop/work activity centers, participants receive on the average a pitiful wage of approximately fifty cents per hour."

AHEDD (Association for the Habilitation and Employment of the Developmentally Disabled) is a non-profit corporation founded in 1977 in Lemoyne, Pennsylvania. Says Cambria, "Our initial challenges were to develop innovative training approaches and employment opportunities for persons who are mentally retarded. While it appears to many that persons who are mentally retarded have numerous vocational choices available to them, there is in fact [only]



A junior high school student tutors a handicapped child as part of his work placement at the N.Y.U. Medical Center.

one program made available. . . the community-based sheltered workshop."

AHEDD has developed an alternative to this traditional approach, which ordinarily retains workers rather than advancing them in a real world environment. Says Cambria, "The financial incentives encourage workshops to hold persons back rather than to follow through with their original purpose, that of training and placement. The problem of holding these individuals back is beyond the dignity that one deserves and the right of an individual to work in competitive employment." In line with its central philosophy, all training takes place in a mainstream industrial setting. "Even in today's difficult times," says Cambria, "we have shied away from going after traditional service industry placements and have concentrated on manufacturing jobs which offer higher wages, more benefits, and career opportunities. We have had former trainees earn upwards of \$15,000, while prior to our involvement, they

were earning as little as 50¢ per hour within a sheltered workshop."

The advantages of this non-segregated approach is that trainees learn appropriate modes of behavior and work habits necessary for functioning in a competitive environment. Explains Cambria: "In a sheltered workshop, fellow workers manifest deviant behaviors which are transmitted through modeling from one trainee to another. In an industrial setting, regular workers are perceived as model workers, thereby influencing behaviors and work habits which are appropriate in competitive employment. Modeling is a powerful shaper of behavior, especially in regard to socialization factors."

Trainees also acquire mastery of modern, superior equipment and develop marketable skills. Cambria says "In a sheltered workshop, often antiquated equipment is used and subcontract work is of the type which industry it-

self has little or no interest in performing. The types of jobs . . . bear little relation to job placement activity. In fact, those placements which have occurred are traditionally low paying, entry-level positions in the service industries (food, nursing home, janitorial)."

A partnership with industry dramatically reduces the costs of running a separate training program. "Initially," says Cambria, "professionals within the field of rehabilitation felt that AHEDD would never be able to 'sell' industry on the idea of participation. Even if we were successful, they doubted that AHEDD would be able to train low-functioning persons directly within the competitive environment.

"Our approach, however, was a positive one. We have closely watched the emergence of industry into the field of human services over the last decade. Today, industry operates some 2,500 in-house alcohol treatment programs and employs, on staff, in excess of 500 psychiatrists and psychologists. We've realized that industry has moved in the direction of providing these in-house 'troubled worker' programs because it was clear that they could see the effects of such humanistic efforts within their profit margins. Our goal was to enlarge their scope to include in-house programs for developmentally disabled persons. This has not been a charitable approach, but one that is linked to cost benefits."

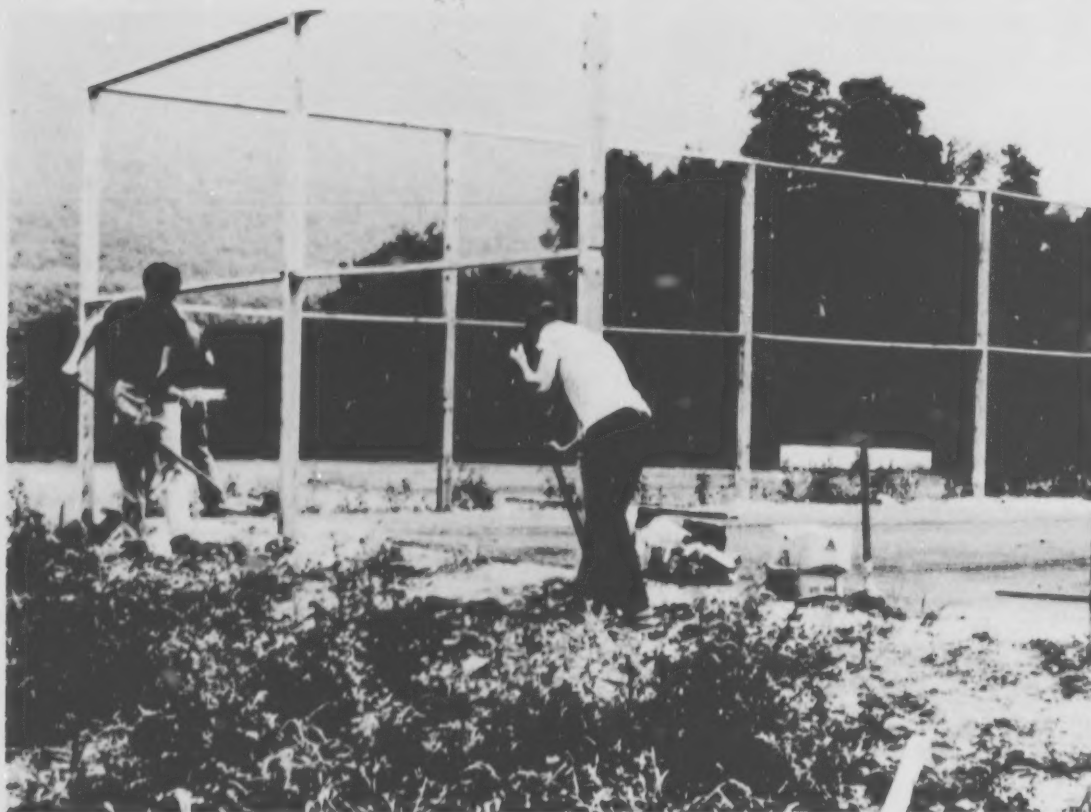
AHEDD places one of its staff (a trained counselor) in a new industrial job opening. (She works with the line supervisor and learns the job during a two-week period, and then trains four to five youths for sixteen weeks. Says Cambria, "The training approach we pioneered is a cross-breeding of industrial engineering techniques and behavior modification approaches. By breaking down a job to its simplest movement, we can reconstruct and teach the job sequentially to a participant." Trainees begin with the simplest movement and, once that is mastered, proceed to the next more complicated task in a progression. AHEDD pays the salary of the trainer, while the company pays the trainees. At the end of the training period, trainees become full employees and the trainer leaves the company. This "Work Stations in Industry" program familiarizes youths with the work environment variables of the place that will ultimately employ them, and guarantees jobs. Furthermore, the

industry does not carry the burden of supervision and training. AHEDD trainees also receive support services and attend school in the morning.

The variety of jobs that AHEDD trainees have been placed in range from producing ice cream to electronic components, from insulation to furniture and clothing. According to Cambria, "The burden of locating new firms for participation and creating new jobs is on us rather than the trainees. In each company the goal is to work ourselves out of business in the hope that a successful effort will result in more industry participation down the line."

Other projects for handicapped youth promise similar impact and are briefly described here in terms of their approach to making a lasting difference. The *Year-Round Work Experience For Disabled Students* at the Institute of Rehabilitation Medicine in New York offers paid employment, usually on a co-op schedule (one week of work followed by one week of school, or one semester at work and one at school), to enable physically disabled students to get the same opportunities to test their mettle in real jobs that have long been available to able-bodied students. By providing placement, special transportation, counseling, and placement preparation services, the project helps make the difference between participation and non-participation in the co-op programs. The *Berkeley Center for Independent Living* program offers a turn-around opportunity not just through work experience but through a series of training activities aimed at helping participants to function in society as adults and to view themselves as capable of functioning independently in the real world. (See Chapter Two).

Several of the projects which serve high-risk youth operate in similar fashion to increase the likelihood of future job and life success. The Job TIPS program of the Boston YWCA (see Chapter One) seeks to make a significant impact through training teenage parents in construction trade skills and then helping to support the transition to a real job in the field.



Smokey House participants in rural Danby, Vermont, clear land to construct a community recreation facility. The program trains students in such skills as forestry, agriculture, and carpentry.

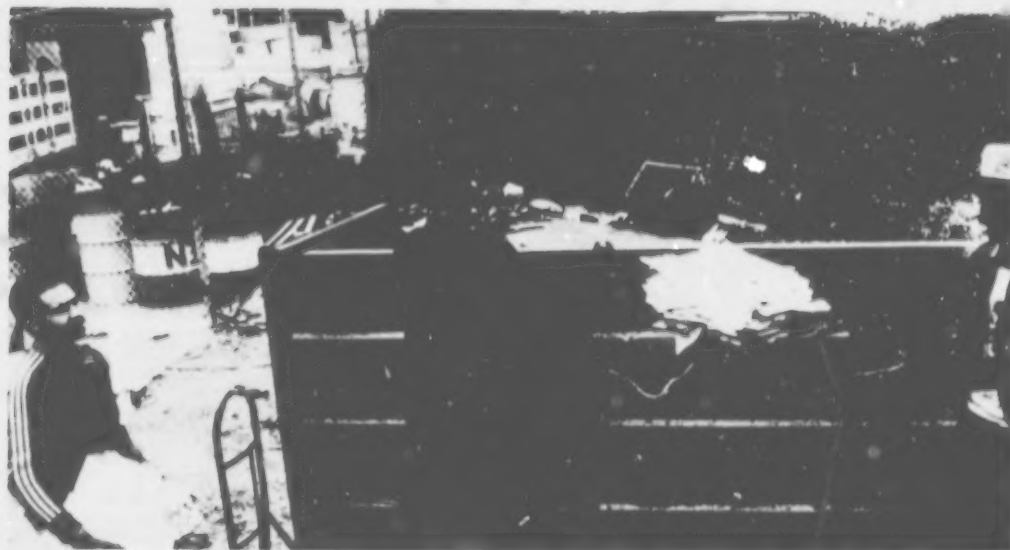
Smokey House (See Chapter One) provides rural Vermont students who are stagnating in school with a re-entry opportunity in a more motivating environment where the challenges are different and success can be achieved by mastering new, practical work skills. The *South Texas Youthwork* project trained rural Mexican-American and migrant youth as teacher aides in the local school system and then allotted job placements for participants as school aides in the following year, doubtless moving some participants toward careers in education. *Project Become* in High Point, North Carolina (See Chapter Three) took youngsters already labeled for failure in the regular school and gave them an opportunity to succeed in an alternative environment where the demands on their behavior were stricter and somehow more effective.

Many of these projects have in common the opportunity they offer for realistic, positive expectations. They have figured out how to provide participants with a much more direct path toward job preparation, job experience, and job placement than they had before entering the project. They have done so by a variety of means, but the students who go through them often end up making remarkably similar comments about them, comments like "they expected a lot more of us," or "they put me in a situation where I had to come through," or "they were willing to take some risks with us," or "they didn't treat me like a loser." Whatever the reasons, their successes suggest that it may be a worthwhile objective for more projects to seek ambitious, "turn-around" results from their participants. The gain certainly seems worth the effort involved.

At the Group School in Cambridge, Massachusetts, weekly community meetings reinforce the self-advocacy skills that are an integral part of the school's curricula and philosophy. The entire school community is involved in evaluating the program and setting goals.



Participants in the Berkeley (CA) Youth Alternatives Recycling Center pass the news along. Project participants also recycle glass, cardboard, metal, and most recently, the still valuable components of obsolete business computers.



Young teenagers involved in the Cooperative Science Education Program at N.Y.U. Medical Center are made to feel a part of the serious business of a teaching hospital.



CHAPTER NINE

REPLICATING GOOD IDEAS

All the projects described in this book are part of the Department of Labor's In-School Demonstration Program. By definition, demonstration programs are not operated solely for the benefit of their current participants; they are also run to demonstrate a better way to do *something* in hope that others will adapt it to their particular circumstances, copy the best features, and improve on the idea as they use it. To facilitate this process, the demonstration must document reliably that the new approach is actually an improvement.

A demonstration, therefore, is not a success until you can prove that you have developed a better way to accomplish some particular objective(s), and until what you are doing starts getting adapted in other places. Only at that point does it fully serve the original purpose of the demonstration. For those involved in implementing a demonstration project, it makes sense to be concerned not just with showing how to do something more effectively, and not just with documenting whether the demonstration is working and how it's working. They must also be concerned with making sure that the idea is adaptable and with taking concrete steps, during the course of the demonstration, to enhance the prospects of future adaptation.

For these reasons, Youthwork has, from the outset, asked projects to document certain elements of the process carefully, to record results periodically, to keep track of how certain aspects of the project are working in detail, and to communicate with and learn from each other. In several instances, projects have been encouraged or specifically funded to demonstrate ways to get their ideas used in other places and to make project adaptation, dissemination, and replication more likely. From its vantage point at the center of the demonstration, Youthwork has devoted a significant portion of its resources to the development of usable knowledge about what has been happening in the national demonstration, and has invested in a number of specific activities designed

to disseminate working ideas. (This book represents one of those investments). What follows is an effort to describe some of the specific strategies used to promote the spread of good ideas by various projects, some of the strategies which Youthwork has employed at the national level to pursue that same purpose, and some tentative conclusions about the ways in which demonstration projects can enhance the prospects that their successes will be adapted in other places.

One of Youthwork's most direct efforts to encourage adaptation of a specific project idea began with support for an extension of the *Success on the Move* project originally developed and initiated by the Kaiser Aluminum and Chemical Corporation in Oakland, California. The project began in the summer of 1979 as a collaborative effort among Kaiser, the University of California at Berkeley, and Oakland High School, aimed at improving work-related academic skills and providing simultaneous work experience for a cross section of students.

Morning educational sessions four days per week were paired with afternoon employment in a variety of jobs five days per week over a six-week session. High school and university personnel worked together to create an interdisciplinary curriculum in social studies, mathematics, science, and English, with an emphasis on developing writing and verbal skills. Over fifty businesses provided work placements in retail, trade, service, and manufacturing. Student salaries were paid by the program.

After the first summer session for approximately 120 students had begun, Youthwork provided support for 100 additional students to participate in a second six-week session during the same summer. Youthwork also began to look for ways to promote the adaptation and adoption of a similar program in other locations. The Oakland project also



Kaiser's Success on the Move program is a continuation of the company's successful Summer on the Move program. Now students can take advantage of work placements in retail, service, trade and manufacturing jobs all year round.

began to experiment with the incorporation of parts of the summer model into the regular 1979-1980 school year, including a course one period per day and some after-school work placements. As the *Success on the Move* project pursued the development of an academic year component and the expansion of the summer project in 1980, Youthwork moved to stimulate the testing of an adaptation of the project model elsewhere.

Some of the strengths of the project were clear from the outset. The intense involvement of the private sector sponsor of the project (Kaiser) went beyond the usual cooperation, participation, and advice, etc., to initiating the original program, involving company personnel in key implementation roles, and seeking out job placements from other businesses. The active role of private sector personnel in seeking jobs from other private companies lent credibility to the effort. The development of a combination work-study curriculum aimed at breaking down the barriers between school

and work helped reduce the possibility that students turned off by traditional academic offerings would react negatively to the course work. The likelihood that the model could draw support from the local Private Industry Councils created by Title VII of the 1978 CETA legislation made its chances for adaptation all the more likely.

With these advantages in mind, Youthwork helped to stimulate and support the creation of the *New Horizons* project in Richmond, Virginia. This project, operated directly by the Private Industry Council (PIC) of Richmond and jointly funded by the Richmond Area Manpower Planning System (the CETA prime sponsor), was initiated in the summer of 1980 and is designed to continue for six years. Like *Success on the Move*, *New Horizons* was initiated as a collaborative venture between the local public schools, a nearby university (Virginia Commonwealth University), and major Richmond companies, including Reynolds Metal, Phillip Morris, the First and Merchants Bank and some twenty-eight other employers. In this case the project sponsor remained the local Private Industry Council, which is a volunteer group of business leaders, appointed by local elected officials to bring a business perspective and business leadership to federally funded employment and training programs.

In addition to an eight-week summer work-study component, the project design included, from the outset, the provision of part-time jobs during the academic year for approximately seventy-five juniors and seniors, recruited from low income families, who did *not* plan to attend college. The major intent of the curriculum and instruction component of *New Horizons* was to provide classroom activities that would relate directly to the world of work and, at the same time, convince students of their need to master basic general knowledge in order to keep a job and to succeed. An original goal of obtaining an average of 10 placements per company in 20 of the largest companies in the area did not prove practicable; ultimately the employer participants included Sears Roebuck, a local hospital, the local newspapers, the Telephone Company, and a number of smaller companies. The companies in this case paid the student wages.

Early in its history, the *New Horizons* project began developing dissemination products for use by others. One of the first of these was a 175-page report (*Final Report of the Curriculum*

and Instruction Component, Summer 1980) depicting in detail the curriculum goals (increased competency in reading and writing, power and persuasion in speaking, math skills, problem solving skills), procedures for selecting staff and students, a description of the one-week planning workshop, and a discussion of individual assessment procedures. The report makes it clear that a major purpose of the entire curriculum is to "demonstrate to disadvantaged students the relevance of academic achievement to the work place." As project coordinator Jones McKee puts it: "There are too many students graduating from high school without a sense of the basic skills and attitudes required to obtain employment even in entry-level positions."

Another project which has already produced a handbook designed to facilitate adaptation of its approach in other areas is the *Sex-Role Stereotyping Project*, undertaken originally in three different cities (Denver, Salt Lake City, and Las Vegas) to test the viability of the model under different circumstances. The Handbook, entitled *Diminishing Sex-Bias in Youth Employment and Education Programs*,* is a 135-page publication describing specific activities regarding sex-role stereotyping, adolescent development, assertiveness training, physical conditioning, job readiness and life planning, and placement of young women in non-traditional jobs. The focus is made clear in the introduction: "We address sex-role stereotyping in this manual as it affects young women. Our intent is to provide an educational tool that will assist them in breaking the stereotypes which keep them from reaching their potential and discovering their true identity. A special emphasis is placed on career development, exploration and job-seeking skills."

* Copies of the handbook are available from: Youthwork, Inc., 805 15th St., NW, Suite 705, Washington, DC 20005, or

Mi Casa Resource Center for Women
1045 W. 10th Avenue
Denver, CO 80204

The *Sex-Role Stereotyping Project* was directed toward 14 and 15 year-old, disadvantaged students who were considered potential drop-outs and was specifically designed to help young people develop job options in non-traditional careers. Since the problem of sex-role stereotyping is particularly relevant to women, the project dealt with a high proportion of female participants. Since a major goal was to develop materials which would be transferable to other areas, the project was demonstrated in three locations with three different populations (predominantly Hispanic women in Denver, a predominantly Black population in Las Vegas, and a predominantly White population in Salt Lake City).

The project was divided into three major components. In the spring, students received training to understand and react to the sex stereotyping which most directly affects their lives. They strengthened their interpersonal skills with assertiveness training, interview techniques, and oral presentations. They developed stronger mathematical skills by learning to manage the money they earned over the course of the program. They produced a slide show and a youth conference on the project. Writing skills were developed through keeping journal records and writing a report analyzing their school's efforts to develop a sex-fair guidance program.

In the summer, with additional CETA funding at each site, students participated in a work experience in a nontraditional setting while spending an hour a day at the project site for additional training and counseling on how to handle new job experiences and contacts. At the end of the summer, students drew up educational and career plans designed to keep their options open throughout their school years. According to project leaders, pre- and post- testing showed decided changes in personal role definitions, and less than 5% of the participants had dropped out by the end of the first year. In the fall, students were assisted in their transition to high school and attended project activities ten hours per week.

The timing of the intervention was deliberate, based on the assumption that it is necessary to intervene with non-traditional experiences (carpentry, forestry, construction) early enough to influence changes in thinking about career directions, and that the transition period from junior high school to senior high school is a crucial one in the development of

such thinking. The project also attempted to develop methods of working with parents, who often transmit to their children cultural biases regarding sex-roles and who can maintain a strong influence on educational choices made in the early high school years.

The Handbook reflects lessons learned during the course of the demonstration. For example, the need for a broader pre-summer component dealing with job readiness skills was identified and incorporated into the spring curriculum. An effort was made to allow each participant to experience two different non-traditional jobs during the summer, including landscaping, bicycle repair, day care aide (for males in the program), construction trainees, and lab assistant work. The time spent on pre-summer preparation was expanded to 90 hours and then to 120 hours. The Handbook also describes variations in program format from site to site.

A different approach to getting information out about an experimental work and learning program is being attempted by the Exemplary Collegiate Experiential Learning Program (*Project EXCEL*) at Georgia State University in Atlanta. Here, the College of Urban Life, which is the operator of the Youthwork project at the college (See Chapter Four), has planned more than six months ahead for a two-day workshop on May 5 and 6, 1981, entitled "Innovative Post-secondary Curricula: Linking Work and Learning Target Groups." The purpose of the workshop and its target audience are stated in the workshop prospectus: "To disseminate information on innovative postsecondary curricula linking work and learning to meet the needs of special target groups in the University. . . ."

Four basic types of audiences will be sought for the workshop: 1) academic and institutional officials in institutions of higher education; 2) practitioners in the field of employment and training, especially CETA prime sponsors; 3) representatives of organized labor; and 4) representatives of private sector businesses."

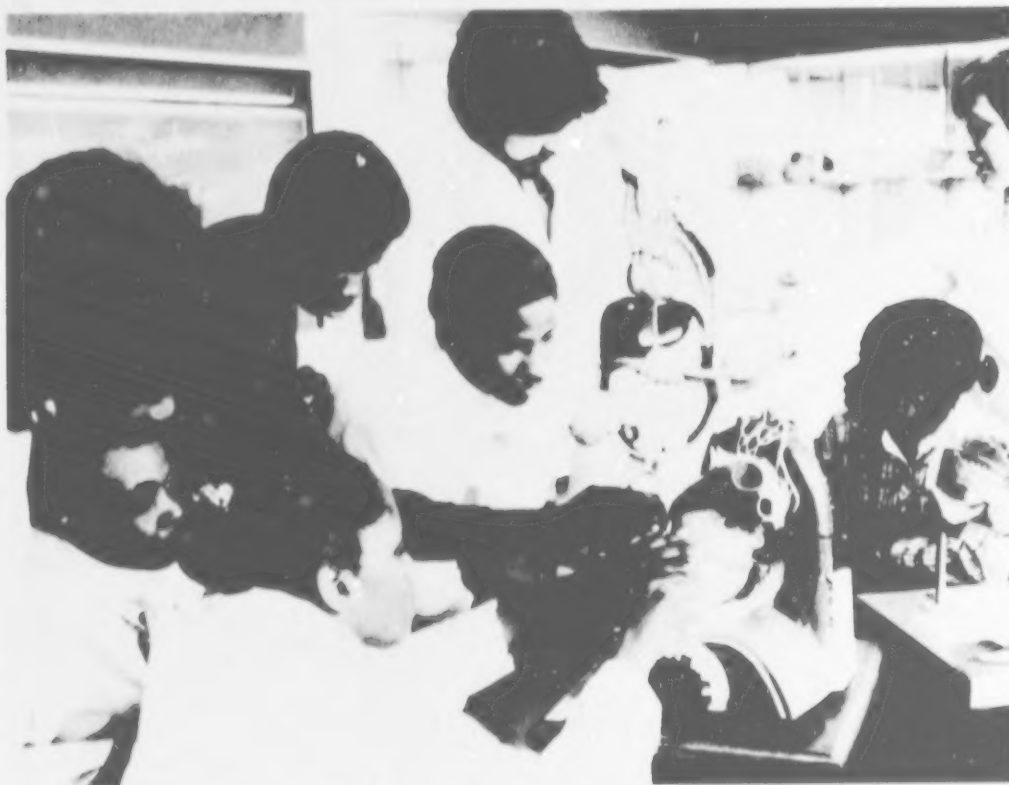
The basic idea which the program will try to communicate to these various audiences is characterized by Janet Ockerman, the workshop coordinator, as follows: "We are really talking about something new in the university setting. We take a look at a job site and see what's needed in the curriculum. It is a contract learning situation individualized to the

student." By calling the conference so far in advance, the project will be able to get its story out quickly to a carefully targeted audience.

Another project with a specific mandate for disseminating information about its basic model was N.Y.U.'s *Cooperative Science Education Program* (See Chapter Five and Chapter Nine). This project also used a conference as part of the dissemination strategy. On September 25 and 26, 1980, CSEP conducted a two-day conference on "Cooperative Health Career Education." Participants from ten states, including New Mexico, Alaska, Ohio, and Washington, met for two days to view the CSEP program, talk to participants, hear a panel discussion by representatives from other health career programs in New York City, and share ideas on collaboration and networking. Conference participants included representatives from a local educational agency and a local medical school—the two cooperating entities in the N.Y.U. program. CSEP also produced an illustrated twelve-page booklet designed to introduce the project to people in other areas, and a slide tape series. During the course of its Youthwork support, the project also developed a new, complementary project called the Biomedical Science Education Program. Funded by a separate Department of Education demonstration grant, this four-year program will allow 110 disadvantaged ninth grade students to pursue special interests in science-related and medical fields throughout their high school careers.

The *Kennedy Interns in Recreation Program* in Hammond, Louisiana, also mentioned earlier, is an example of a project which has a built-in potential for national replication. It is sponsored by Special Olympics, Inc., an international program with organizations in 93% of the counties in the United States. Given the success of the initial pilot program funded jointly by Youthwork and the Kennedy Foundation, the Special Olympics is beginning to lay the groundwork for a national program. Replication sites are being considered at the regional level; three should be established in 1981 if funding is obtained. Plans are already in motion to expand the program in Hammond, Louisiana, to a regional program serving Louisiana, Texas, Oklahoma, Kansas, Missouri, and Arkansas. Additional regional sites are being considered in Pennsylvania, Vermont, and Colorado.

Students at New York University's Cooperative Science Education Program (CSEP) get "hands-on" experience in science and health right at the medical school facilities. Through their conference on "Cooperative Health Career Education," the staff at CSEP hope to stimulate collaboration and replication of their program.



A curriculum for the *Kennedy Interns in Recreation Program* has been developed and tested for use in replication programs. It is part of an intensive, four-week training workshop which has already been conducted twice at Southeastern Louisiana University. The curriculum is comprehensive and covers such topics as types of recreation jobs, what is expected at work, and interviewing skills. There are also field trips to job sites such as a country club, and other activities related to recreation, such as a bowling tournament. Part of the learning is the experience of staying in a dormitory for four weeks; for many, it is their first experience away from home.

Two other projects, the *Self-Help Training and Employment Project* in Visalia, California, and the *Rural New York Farmworker's Project* also utilized built-in mechanisms for continuation and extension of components initiated through demonstration support. In these cases, the projects successfully sought support from CETA funds upon completion of their demonstration contracts, fitting their initial efforts into the on-going CETA program.

The CET program in San Jose is being replicated in Santa Barbara and other counties are looking into it.

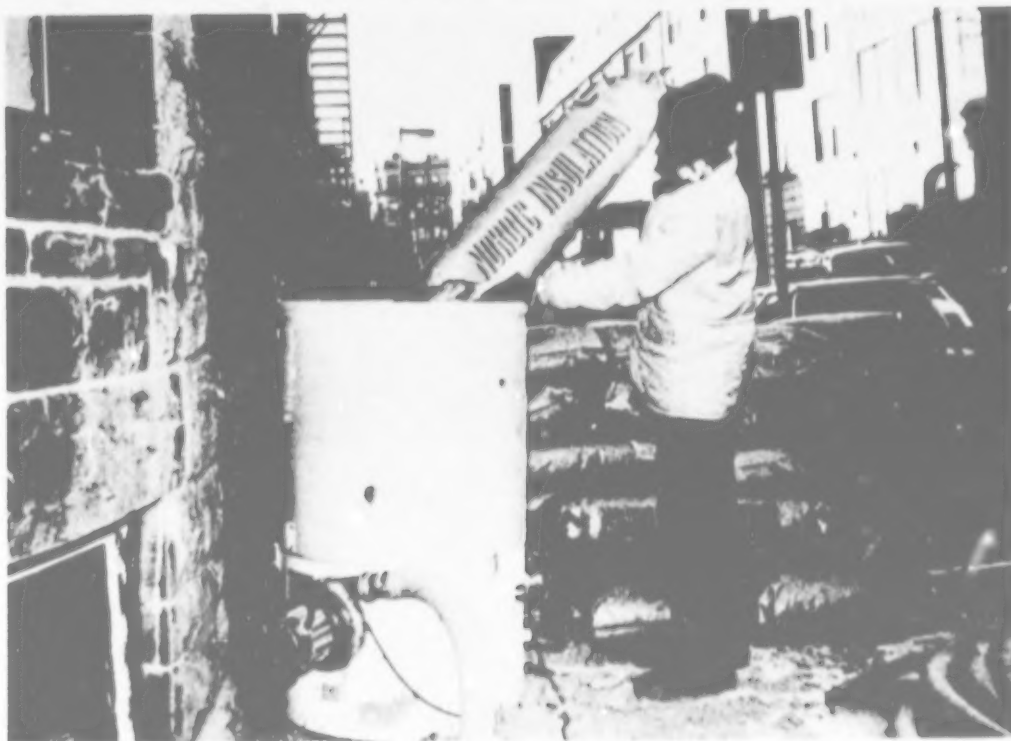
These examples illustrate ways in which different Youthwork projects communicate good ideas to others who may want to replicate effective program models. Youthwork itself plays a major role in this replication process beyond its role as a central mediator and disseminator of those good ideas.

There is an important step that comes before replication of a model makes sense. That step is to systematically answer the question, "What works best for whom?" so that operators can decide what is worth replicating. Youthwork projects were designed to provide the answers to that question by building evaluation research into each project. Different approaches were funded to find out what types of service models work best and whom they work best for.

Some people argue that youths benefit most from projects that provide them with *information* about jobs, the world of work, careers, and education and training possibilities. Others argue that youths benefit most from actual *experience in a job* (called the "sweat theory" by some). Still others feel that specific vocational *skills training* is the ticket to labor market success for youths, while other groups postulate that all a youth needs is someone to play the role of *broker* for them in the labor market by finding jobs and matching youths to those openings. Of course there are those who feel that a mixture of all these strategies is most effective. Each of these intervention approaches is based on the conventional wisdom of the various camps.

Activities in Youthwork projects represent the range of what is thought to work. The data collected is analyzed by Youthwork from the points of view of local service deliverers and national policy makers to find out which models work best, who benefits most from them, what kinds of institutions deliver the highest quality of services, and what environmental conditions are needed to make a good model work. From this evaluation effort, Youthwork can provide policy makers with the information they need to target limited resources to effective programs. It can also provide local operators with a "menu" of good program ideas that can be adopted to local needs and guidance on how to implement them. Models worthy of replication are being packaged by Youthwork in convenient "How-To-Do-It" handbooks that clearly delineate the steps involved in converting a workable idea to reality.

In Boston, students in the ETEC program get practical experience in jobs involving energy conservation while studying an alternative curriculum which focuses on energy conservation.



Appendix A

Following is a list of the programs which have been described in this publication. They are arranged alphabetically by state and include the name of a person to contact for information.

In putting together this publication, we have found that many programs print a variety of

materials for distribution—newsletters, brochures, special reports, etc.—materials which are as varied and original as the programs themselves. We hope that, in communicating with each other, some new links will be forged among program personnel nationwide.

CALIFORNIA

BERKELEY YOUTH ALTERNATIVES, INC.
2141 Bonar Street
Berkeley, CA 94702
EDWARD CLARK

CENTER FOR INDEPENDENT LIVING
2539 Telegraph Avenue
Berkeley, CA 94704
LEO OGHIAFOR

OPEN ROAD
1323 Anacapa Street
Santa Barbara, CA 93101
ANNETTE LAICO

PROJECT TEEN
Center for Employment and Training, Inc.
425 S. Market Street
San Jose, CA 95113
PRISCILLA DUARTE

REALISTIC WORK AND TRAINING FOR YOUTH
Self Help Manpower, Inc.
P.O. Box 787, 209 N. Court Street
Visalia, CA 93277
JOSE PALOMO

SUCCESS ON THE MOVE
Kaiser Aluminum and Chemical Corporation
300 Lakeside Drive
Oakland, CA 94643
PAT MARINO

YOUTH ENTERPRISES GARDENING
AND RECYCLING PROJECT
Mid-Peninsula Yough and Community Services
2050 Cooley Avenue, Room E-6
E. Palo Alto, CA 94303
WARNELL COATES

CONNECTICUT

LEARNING VENTURES
Hartford Public Schools
249 High Street
Hartford, CT 06103
JACKIE DANZBERGER

COLORADO

MI CASA WOMEN'S RESOURCE CENTER, INC.
1045 W. 10th Avenue
Denver, CO 80204
JANELLE MARTIN

FLORIDA

FLORIDA JUNIOR COLLEGE
North Campus
4501 Capper Road, Room A-218
Jacksonville, FL 32218
STAN CARTER

GEORGIA

PROJECT EXCEL
Georgia State University
Center for Urban Research and Service
College of Urban Life
Atlanta, GA 30303
CLARENCE T. CUMMINGS

IOWA

COMMUNITY BASED EDUCATION PROJECT
800 High Street
Des Moines, IA 50307
JANE BAKER

KENTUCKY

SOMERSET COMMUNITY COLLEGE
Somerset, KY 42501
O'LEARY MREECE

LOUISIANA

KENNEDY INTERNS IN RECREATION PROGRAM
Special Olympics, Inc.
1701 K Street, N.W.
Suite 203
Washington, DC 20006
TOM SONGSTER

MASSACHUSETTS

ALLIED HEALTH CAREERS PROJECT
The Group School, Inc.
345 Franklin Street
Cambridge, MA 02139
MONTY NEIL

ENERGY TRAINING AND EDUCATION CENTER
20 Lomasney Way
Boston, MA 02114
TED DOOLEY

JOB TIPS
Boston YWCA
140 Clarendon Street
Boston, MA 02116
SUSAN HOWARTH

URBAN ARTS PROJECT IN DEAFNESS
456 Belmont Street
Watertown, MA 02172
ANNE McDERMOTT

MICHIGAN

PROJECT PREPARE
Teen-age Parent Alternative School Program
2000 Pagel
Lincoln Park, MI 48146
BARBARA DOWNEY

MINNESOTA

LEARNING THROUGH COMMUNITY
PARTICIPATION
Southwest Secondary School
3414 W. 47th Street
Minneapolis, MN 55410
NYLA McCUE

MISSISSIPPI

MISSISSIPPI INDUSTRIAL COLLEGE
North Memphis Street
Holly Springs, MS 38635
ROY DEBERRY
CHRISTINE RATCLIFF
OATH, INC.
P.O. Box 2533
Jackson, MS 39207
HENRY GRIFFITH

MISSOURI

GENESIS SCHOOL
3901 Agnes Street
Kansas City, MO 64130
ALAN DUBOIS
KATHY BRAGG

NEW MEXICO

YOUNG PARENTS' CENTER
New Futures School
2120 Louisiana Boulevard
Albuquerque, NM 87110
JULIE SISNEROS

NEW YORK

COOPERATIVE SCIENCE EDUCATION
PROGRAM

New York University Medical Center
School of Medicine
Office of Urban Health Affairs
550 First Avenue
New York, NY 10016
NETTIE ZACHARY

EPIC
Economic Development Council of New York
261 Madison Avenue
New York, NY 10016
VINCENT TROIANO

EXEMPLARY IN-SCHOOL DEMONSTRATION
PROJECT

Chemung County
Box 588
Elmira, NY 14902
JANET WHITING

PROJECT SHARE
Middletown High School
Gardner Street Extension
Middletown, NY 10940
LUCINDA SLOAN NOVESKY

RURAL NEW YORK FARM WORKERS
OPPORTUNITIES, INC.

2 E. Main Street
Sodus, NY 14551
KATHLEEN KANE

YEAR-ROUND WORK EXPERIENCE FOR
DISABLED STUDENTS

Institute for Rehabilitation Medicine
400 E. 34th Street
New York, NY 10016
PAT RYAN
ROSALIND ZUGER

YOUTH ACTION PROGRAM
East Harlem Block Schools, Inc.
94 E. 111th Street
New York, NY 10029
DOROTHY STONEMAN

NORTH CAROLINA

PROJECT BECOME
1009 Leonard Street
High Point, NC 27621
LILLIE JONES

PENNSYLVANIA

AHEDD
420 Walnut Street
Lemoyne, PA 17043
ROCCO CAMBRIA

RHODE ISLAND

TRAINING THRU PLACEMENT—YOUTHWORKS
777 River Avenue
Providence, RI 02908
MICHAEL SLACHEK

VERMONT

SMOKEY HOUSE
P.O. Box 292
Danby, VT 05739
SUSAN P. CURNAN

VIRGINIA

NEW HORIZONS
201 E. Franklin Street
Richmond, VA 23219
JONA McKEE

Appendix B

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